



# Misericordia

*An opportunity to excel...*



## Graduate Catalog 1995-96



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**College Misericordia Academic Catalog**  
**Graduate Studies**  
**Effective August, 1995**

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## CONTACTS

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For more information on graduate studies at College Misericordia, contact the people listed below at 717-674-6400 between 8:30 a.m. and 4:30 p.m. Other College personnel are listed in the College Directory section of this catalog. All mail to College Misericordia faculty and administration may be addressed to College Misericordia, 301 Lake Street, Dallas, PA 18612.

*Academic Affairs*

Dr. Linda Trompetter, Director of Graduate Programs and  
Assistant Academic Dean

*Admissions and Financial Aid*

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*Religious Life*

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*Student Life*

Jean Messaros, R.S.M., Dean of Students

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## POLICY STATEMENT

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This catalog contains current information regarding College Misericordia's graduate programs, admissions policies, degree requirements, fees and regulations. College Misericordia reserves the right to promulgate and change such regulations and to make changes in its programs and policies whenever it is deemed necessary or desirable. Compliance with the requirements of the graduate programs is the responsibility of the student.

College Misericordia accords students of any race, color, religion, sex, physical handicap or disability, nationality or ethnic origin all the rights, privileges, programs and activities generally made available to students of the College. College Misericordia does not discriminate on the basis of race, color, religion, sex, handicap, nationality, or ethnic origin in the administration of its educational policies, scholarship and loan programs or other College administered programs.

College Misericordia complies with the Family Education Rights and Privacy Act (FERPA) of 1974 as amended. A copy of the act is available for inspection in the Office of the Academic Dean.



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## GRADUATE PHILOSOPHY

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Graduate education at College Misericordia exists within the framework of the College's role and mission statement. It is firmly rooted in the mission and academic traditions of the college and its founding group, the Religious Sisters of Mercy, stressing the values of Justice, Mercy and Service. It emphasizes academic excellence and critical thinking, while preparing students for productive careers and continued professional growth. The graduate faculty foster a climate conducive to academic growth, intellectual discourse, critical thinking and decision making. The aims of the graduate programs at College Misericordia are to provide comprehensive education in special fields, to offer instruction in the methods of independent investigation and to foster a spirit of research.

Active participation, individualized planning, and selection of learning experiences facilitate the development of students as persons, members of society, and potential leaders in their professions. The graduate programs offered by College Misericordia build upon the College's traditional academic strengths.

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## ACCREDITATION

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College Misericordia is fully accredited by the Middle States Association of Colleges and Schools/Commission on Higher Education and is empowered by the Commonwealth of Pennsylvania to grant both undergraduate and graduate degrees. The Master's degree in Education offered by College Misericordia is fully approved by the Pennsylvania Department of Education. The Master's degree in Nursing is fully accredited by the National League for Nursing. The Master's degree in Occupational Therapy is approved by the Accreditation Council for Occupational Therapy Education. The postbaccalaureate entry-level program in Physical Therapy is in the process of procuring accreditation by the Commission on Accreditation of Physical Therapy Education/American Physical Therapy Association.

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## ACADEMIC INTEGRITY

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It is the student's responsibility to maintain academic integrity and intellectual honesty in her/his work. All students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort.

In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by the use of citations, both the ideas and the language are her/his own. Failure to abide by the rules of scholarship is academically dishonest.

It should be clearly understood that plagiarism, cheating or other forms of academic dishonesty fundamentally violates the nature and purposes of an academic institution and will not be tolerated at College Misericordia. A student who has been found guilty of plagiarism will be dismissed from the College.

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# GRADUATE PROGRAM POLICIES AND PROCEDURES

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## ADMISSIONS INFORMATION

Matriculation in any graduate program at College Misericordia requires at minimum a bachelor's degree from an accredited college or university. In addition, some graduate programs have program specific admissions requirements which are noted below.

Applicants must file a formal request for admission along with three letters of recommendation (including a letter from a colleague and a supervisor) and the results of either the Graduate Records Examination or the Miller's Analogy Test as required by the program to which you are applying. A complete application consists of the application form, three letters of reference, the application fee, official transcripts of previous academic work to be forwarded directly from the institution at which the credits were earned, and the results of either the GRE or MAT examination as appropriate. Students for whom English is a second language must demonstrate proficiency in written and spoken English.

The application and all supporting material should be mailed to:

Office of Graduate Admissions  
College Misericordia  
301 Lake Street  
Dallas, PA 18612-1098

FAX No. 717-675-2441

Credentials will be screened by the Graduate Admissions Committee. The applicant will be notified in writing of matriculation status within eight weeks of receipt of a completed application.

## Program Specific Admissions Requirements

### EDUCATION

#### Admission Criteria:

**Full Admission**—Applicants are eligible for full admission to the graduate program if they either have a GPA of 2.50 but less than 2.99 and a score on the MAT or GRE of at least the 35th percentile; or a GPA of 3.00 or above and a score on the MAT or GRE of at least the 25th percentile.

**Provisional Admission**—Applicants who have a GPA of 2.50 to 2.99 and score below the 35th percentile on the MAT or GRE are eligible to be granted provisional admission. Students in this category will be required to complete up to 12 graduate credits, half of which must be in required courses, with grades no lower than "B" before being granted full and unconditional admission.

**Denied Admission**—Applicants who have less than a 2.50 GPA in their undergraduate studies and score below the 25th percentile on the MAT or GRE will be denied admission.

The Graduate Education Program may enable students to become candidates for a Pennsylvania Department of Education Instructional Certification in Elementary Education (i.e., Elementary Track students). However, this is the case only for students who are certified in another instructional area and who want to expand their areas of certification. For example, a Graduate Education Program student already certified in secondary education may become a candidate for certification in elementary education. Candidates for certification in elementary education will need to meet other requirements as set by the Pennsylvania Department of Education.



# GRADUATE PROGRAM POLICIES AND PROCEDURES

While the Graduate Education Program is designed for veteran teachers, persons who are not teachers may apply. They should realize, however, that the Graduate Education Program is not a vehicle for earning an Instructional I certificate (i.e., initial certification) in any area. College graduates who are not teachers but who are interested in becoming teachers may submit their transcripts to the Director of Teacher Education for review. Initial certification in Early Childhood Education, Elementary Education, Special Education (MPH), and several areas of Secondary Education may be possible by completing a carefully planned series of undergraduate and graduate courses.

## NURSING

### Admission Criteria:

**Full Admission**—Applicants are eligible for full admission to the graduate program if they either have a GPA of 2.50 but less than 2.99 and a score on the MAT or GRE of at least the 35th percentile; or a GPA of 3.00 or above and a score on the MAT or GRE of at least the 25th percentile.

**Provisional Admission**—Applicants who have a GPA of 2.50 to 2.99 and score below the 35th percentile on the MAT or GRE are eligible to be granted provisional admission. Students in this category will be required to complete up to 12 graduate credits, half of which must be in required courses, with grades no lower than "B" before being granted full and unconditional admission.

**Denied Admission**—Applicants who have less than a 2.50 GPA in their undergraduate studies and score below the 25th percentile on the MAT or GRE will be denied admission.

In addition, nursing applicants must submit the following:

1. official transcripts demonstrating graduation from an NLN accredited baccalaureate program;
2. statement of professional goals for graduate education;
3. copy of current professional nurse registration;
4. documentation of a physical assessment course;
5. documentation of undergraduate statistics course;
6. nurse practitioner applicants must demonstrate one year of recent clinical experience.

Applicants for Family Nurse Practitioner - Post Master's Certificate Program must submit the following:

1. official transcripts demonstrating graduation from an NLN accredited masters program;
2. statement of professional goals for nurse practitioner program;
3. copy of current professional nursing license;
4. documentation of physical assessment course;
5. minimum one year of recent clinical experience.

## COMBINED GRADUATE PROGRAM IN NURSING AND ORGANIZATIONAL MANAGEMENT:

Students with a BSN degree may wish to pursue a combined MSN/Organizational Management curriculum. The combined program prepares students for administrative positions. They will acquire a more in-depth ability to function in positions in nursing service by using management skills in organizational environments based on clinical nursing specialization.

The combined program consists of sixty-four (64) credit hours which reflect a twelve hour reduction in the total credit load of the two programs combined. Four course requirements are similar in each program, namely, OM 500, OM 510, OM/NSG 515, and OM 595. Hence course repetition is not required. All other course requirements for each program will be completed. Students select from the same majors in each program.

Entrance requirements for both programs must be met, and an academic advisor from each program will be assigned. Students must have continuous advisement by advisors in both programs. Additional details about the combined MSN/OM program can be obtained from the director of either program.

# GRADUATE PROGRAM POLICIES AND PROCEDURES

## PROFESSIONAL ENTRY LEVEL MASTER OF SCIENCE DEGREE IN OCCUPATIONAL THERAPY

### Admissions:

Students who have a sincere desire to pursue a career in occupational therapy, who are able to articulate their leadership roles, who have an appreciation for the relevance that activity plays in their individual lives, and who have achieved the following criteria will be considered for the Occupational Therapy Program:

### TRADITIONAL FIVE YEAR PROFESSIONAL ENTRY LEVEL MASTERS DEGREE

- High School science background required in biology and mathematics; physics strongly recommended
- Minimum of 2.5 Cumulative High School GPA
- 950 SAT score and/or top 20th percentile in class ranking
- Two letters of reference (at least one from an occupational therapist is highly recommended)
- 50 hours of documented service in a health care setting in which an occupational therapist is employed *with at least half completed prior to the admissions interview*
- Submit a 500 word, hand written statement of personal and professional goals
- Successful interview with an Occupational Therapy faculty member

### WEEKEND COLLEGE PROFESSIONAL ENTRY LEVEL MASTERS DEGREE

(Students with an Associate Degree who are Certified Occupational Therapy Assistants)

- A Certified Occupational Therapy Assistant who has graduated from an accredited program with a minimum of a 2.80 Cumulative Grade Point Average (if GPA is based on less than 30 credits, a 950 minimum SAT score is also required)
- Two letters of reference (at least one from an occupational therapist is highly recommended)
- Submit a 500 word, hand written statement of personal and professional goals
- Successful interview with an Occupational Therapy faculty member
- COTAs must submit evidence of current AOTCB certification

### WEEKEND COLLEGE PROFESSIONAL ENTRY LEVEL MASTERS DEGREE

(students already possessing an undergraduate degree)

- A Bachelor degree from an accredited College or University, with a minimum of a 2.8 Cumulative Grade Point Average
- Successful completion of the following pre-requisite college courses with a grade of at least a "C" in each course:
 

Human Anatomy and Physiology (with a lab)	2 semesters or equivalent
Introduction to Physics (with a lab)	1 Semester or equivalent
Statistics.	1 semester or equivalent
- Two letters of reference (at least one from an occupational therapist is highly recommended)
- 50 hours of documented service in a health care setting in which an occupational therapist is employed *with at least half completed prior to the admissions interview*
- Submit a 500 word, hand written statement of personal and professional goals
- Successful interview with an Occupational Therapy faculty member at College Misericordia

# GRADUATE PROGRAM POLICIES AND PROCEDURES

## ORGANIZATIONAL MANAGEMENT

### Admission Criteria:

**Full Admission**—Applicants are eligible for full admission to the graduate program if they either have a GPA of 2.50 but less than 2.99 and a score on the MAT or GRE of at least the 35th percentile; or a GPA of 3.00 or above and a score on the MAT or GRE of at least the 25th percentile.

**Provisional Admission**—Applicants who have a GPA of 2.50 to 2.99 and score below the 35th percentile on the MAT or GRE are eligible to be granted provisional admission. Students in this category will be required to complete up to 12 graduate credits, half of which must be in required courses, with grades no lower than "B" before being granted full and unconditional admission.

**Denied Admission**—Applicants who have less than a 2.50 GPA in their undergraduate studies and score below the 25th percentile on the MAT or GRE will be denied admission.

## PHYSICAL THERAPY

### Admission Criteria:

College Misericordia's program in Physical Therapy is a five-year, entry level master's degree program with admission at the freshman year. However, applicants who already possess a baccalaureate degree may be admitted directly into the professional phase of the physical therapy program on a space available basis.

### Admission Directly into the Professional Physical Therapy Program

Applicants who possess a baccalaureate degree may be admitted directly into the professional physical therapy program. The following criteria for selection will apply:

1. Minimum cumulative GPA of 3.0 in college work completed.
2. Successful completion of the following pre-requisite college courses with a grade of at least "C" in each course:

Chemistry with lab including organic chemistry	2 semesters or equivalent
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Physics with lab	2 semesters or equivalent
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Human Anatomy with lab	1 semester or equivalent
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Human Physiology with lab	1 semester or equivalent
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(A two semester or equivalent combined Anatomy and Physiology course with lab is acceptable)

Statistics	1 semester or equivalent
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Psychology to include Developmental Psychology	2 semesters or equivalent
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## GRADUATE PROGRAM POLICIES AND PROCEDURES

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3. If SAT scores are older than five years, the applicant will be required to submit GRE or Miller's Analogy Test scores.
4. Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 100 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the health care system.

### Advancement within the Professional Physical Therapy Program

To advance within the professional program, students must maintain a 3.0 GPA and achieve a minimum level of competence (B) in all professional designated (PT) courses; further, no more than 2 grades of "C" will be permitted in courses at the 500 and 600 level. Grades of D or below are considered failing grades within the Professional Program. Policies and Procedures related to Academic Standards for the Physical Therapy Program will be included in the Physical Therapy Student Handbook.

For complete information on admission requirements at the undergraduate level, see the Undergraduate Catalog.

### APPLICATION FOR GRADUATE DEGREE

It is the student's responsibility to keep abreast of progress toward degree completion. An application for the graduate degree should be filed in the Office of the Registrar no later than February 1 of the anticipated year of graduation. Failure to do so may delay the date of awarding the diploma.

### AUDITING

With the appropriate program director's approval, any student may register to take a course on an audit or non-credit basis provided that standard admission and course prerequisites have been met. A student may audit no more than 3 courses or 9 credits. The fee for auditing a course is one half the cost of tuition.

Matriculating students must have the permission of their advisor before auditing a course.

### CHANGE OF ADDRESS

Students enrolled for course work in the graduate program are responsible for reporting any change of address and/or other salient information to the Office of Graduate Registration. Failure to do so will result in failure to receive timely registration, program, grading and billing information.

### COURSE WITHDRAWAL AND REFUND POLICIES

A student may withdraw from a course without academic penalty within the period stated in the college calendar. Withdrawal forms may be obtained from the Office of Graduate Registration. A grade of "W" is given for an approved withdrawal. The date on which the form is received by the Office of Graduate Registration is considered as the official date of withdrawal. Refund of tuition and grade assignment is based on the date on which the form is received by the Office of Graduate Registration. If a student does not officially withdraw from a class and ceases to attend it, a grade of "F" is incurred. If a student withdraws while failing, after the date for withdrawal without academic penalty, a grade of "WF" is incurred.

When a graduate student drops a course or withdraws from a course or the College, official notice must be filed with the Office of Graduate Registration.

Tuition refunds are based on the date the Office of Graduate Registration receives official notice from a student indicating his/her desire to withdraw from a course.

# GRADUATE PROGRAM POLICIES AND PROCEDURES

Graduate students who receive federal Title IV funds and who are enrolled at the college for the first time will be governed by Title IV refund regulations as mandated by the Higher Education Amendments of 1992. In the case of withdrawal, tuition and fees will be cancelled on a pro-rated basis for the first sixty percent of the length of the period of study. Financial aid must be proportionately reduced and restored to the appropriate financial aid fund. The calculation for Title IV refunds will be computed by the Financial Aid Office.

In the case of a withdrawal of a graduate student who is not enrolled at the college for the first time, the percentage of tuition refund is as follows:

For day and once per week evening classes the percentage rate for tuition refunds follows:

First Week	100 percent
Second Week	75 percent
Third Week	50 percent
Fourth Week	25 percent
No refunds are allowed after the fourth week.	

For Weekend College classes the percentage of tuition refund follows:

- 100 percent prior to the 2nd class meeting.
- 50 percent prior to the 3rd class meeting.
- No refund after the 3rd class meeting.

For Summer School classes the percentage of tuition refund follows:

- 100 percent prior to the 2nd class meeting.
- 50 percent prior to the 3rd class meeting.
- No refund after the 3rd class meeting.

All refund percentages are computed from charges to the student, not from the amount paid.

There are no refunds to students dismissed from the College. Advance registration deposits and any other fees are not refundable.

## FINANCIAL AID

### A. Graduate Assistantships

A limited number of graduate assistantships are available on a competitive basis to graduate students. The assistantships involve designated institutional or programmatic work responsibilities which relate to the student's graduate studies. Graduate assistantships provide full or partial payment of tuition and/or stipends. Written requests for assistantships should be submitted to the individual program director, who can provide specific information regarding available assistantships.

### B. Graduate Student Loans

Through the Federal Subsidized Stafford Loan, graduate students enrolled on at least a half-time basis may apply for up to \$8,500 per year. Repayment of both principal and interest is deferred until six months after program completion (or after a student ceases enrollment on at least a half-time basis). Through the Federal Unsubsidized Stafford Loan, up to an additional \$10,000 may be borrowed per year. While repayment of the principal is deferred, quarterly interest only payments are due while the student is enrolled.

Students who have obtained Stafford Loans in the past and have not yet repaid those loans must borrow through their original lender. New borrowers may borrow from the lender of their choice at a variable interest rate. The interest rate as of July 1, 1995, is 8.25%.



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## GRADUATE PROGRAM POLICIES AND PROCEDURES

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### C. Federal Nurse Traineeship Monies

Federal nurse traineeship monies may be available for full time graduate students in Nursing. Please check with the Chairperson, Nursing Department.

### D. Veteran's Benefits

College Misericordia is approved by the Veterans Administration for the education and training of veterans and welcomes the opportunity to provide graduate education to veterans of the armed services.

Veterans enrolling at the institution for the first time should notify their local Veterans Administration Office in order to apply for educational benefits. This application should be filed six (6) weeks prior to the beginning of the semester. Students must contact the Registrar's Office to initiate the process.

### E. Deferred Payment Plan

College Misericordia provides an option for students to pay tuition fees and other charges on a deferred payment plan. The plan permits educational costs to be spread over a period of time. The requirements of the plan are as follows:

1. A down payment of twenty (20) percent of the total term/semester charges is required unless other arrangements have been made with the Comptroller's office.
2. Deferments are limited to one term/semester; the unpaid balance must be paid before final examinations that term/semester. Failure to pay charges in full before final exams may result in loss of credit for the term/semester.
3. At the close of each month, the unpaid balance will be charged a one (1) percent finance charge.
4. Students who fail to meet their deferred payment obligations will be dropped from the plan.
5. Participants in the plan must sign and receive a copy of the deferred payment plan.

### F. Interest Waived Policy

It is a College policy that any outstanding balances will be charged a one (1) percent finance charge at the close of the second month into the semester and each month thereafter. This policy is waived for students who receive tuition benefits, rehabilitation benefits or Veterans' Education benefits.

### G. Tuition Reimbursement

Students whose tuition is reimbursed by their employer must file a letter from their employer annually so stipulating. Students may then register and remit the tuition prior to the next registration period.

# GRADUATE PROGRAM POLICIES AND PROCEDURES

## GRADING SYSTEM

The grade point average is computed by dividing honor points earned by credits attempted according to the following scale:

Grade	Numerical Values	Honor Points per Credit
A	94-100	4
B+	89-93	3.5
B	84-88	3
C+	79-83	2.5
C	74-78	2
F	below 74	0
WP	withdraw passing	Not calculated
*WF	withdraw failing	0
AU	audit	Not calculated
W	withdrawn	Not calculated
IP (see below)	in progress	Not calculated
I (see below)	incomplete	Not calculated
S	satisfactory	Not calculated
U	unsatisfactory	Not calculated

\*Equivalent to a failure; computed as an "F".

### Incomplete Grades

"I" (Incomplete) grades will be issued only for those courses in which a student has not completed necessary requirements due to some extenuating circumstance.

Should conditions arise that prohibit the student from completing required course assignment(s) by due date, the student must negotiate for a grade of Incomplete with the course professor at least two weeks prior to course deadline. Emergencies may arise which do not allow a two week notice. In that event, the student should contact the Director of Graduate Programs. That office will then inform the instructors involved.

The "I" must be removed within a maximum of one semester, or the "I" becomes an "F."

"IP" (In Progress) grades will be issued only for Professional Contribution or Thesis courses. The "IP" must be removed within a maximum of one calendar year, or it becomes an "F."

**NOTE:** To receive an "I" or "IP" the student must obtain and complete an Incomplete Grade Form from the office of Graduate Registration. The faculty member issuing an "I" or "IP" has the right to determine the length of time for completion within the maximum limits.

## STUDENTS WITH DISABILITIES

College Misericordia is committed to offering students with disabilities an opportunity to fully participate in all curricular and extracurricular programs for which they are otherwise qualified.

Students with physical or sensory disabilities may request appropriate and reasonable support from the Director of Graduate Programs. Pending the review of substantiating documentation, appropriate and reasonable support will be offered through the college Learning Center.

Students with disability should review the college's Institutional Testing Requirements in the Admissions section in this catalog.

Students with disabilities who confront access or attitudinal barriers on campus should contact the college's Director of Graduate Programs.

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# GRADUATE PROGRAM POLICIES AND PROCEDURES

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## GRADUATION REQUIREMENTS

To be eligible for a graduate degree from College Misericordia, students must have a cumulative grade point average of 3.0 at the time of graduation, must fulfill all program requirements including the professional contribution as required by the program, must have paid all tuition and fees, and must apply for the graduate degree no later than February 1 of the anticipated year of graduation.

## GRIEVANCE PROCEDURES

The College provides a uniform method by which students can pursue grievable issues. Grievable issues are either complaints about alleged violations of the institution's academic policies, or unfairness in the application of policies. Formal grievances must be filed while a student is matriculating or within three months following the student's date of graduation.

A student who has a grievance must attempt to resolve it on an informal basis by using the following procedure:

1. The student should first speak to the person with whom the complaint rests.
2. If the matter is not satisfactorily resolved at that level, the student must proceed to the Program Director to discuss the issue.
3. If the matter is not resolved at that level the student should proceed to the office of the Director of Graduate Programs, where a formal grievance may be filed.

The procedure for grievance is as follows:

1. The student shall inform the Director of Graduate Programs in writing of her/his intent to seek formal redress through the grievance procedure, indicating the nature of the complaint.
2. Within fourteen (14) calendar days of receipt of the written complaint the Director of Graduate Programs will convene the Academic Grievance Committee.
3. The Academic Grievance Committee is composed of the Director of Graduate Programs, one faculty member and one graduate student appointed by the Director of Graduate Programs.
4. At least seven (7) days in advance of the hearing the Director of Graduate Programs will notify the grievant and the individual charged with the complaint of the time and place of the hearing, the specification of the complaint, and the composition of the committee.
5. The individual charged has the right to be present when charges and evidence are presented to the committee, to question and give evidence on her/his behalf.
6. Committee members may question witnesses to evaluate all relevant facts of a given case. Since the committee meeting is an internal review, all committee meetings shall be private. Witnesses shall be excluded except for the period of their questioning. Persons external to the college shall be excluded.

The report and recommendation of the committee shall be in writing, including the committee's rationale for the decision and including any dissenting opinion. Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation.

The committee report and recommendations shall be forwarded to the Academic Dean within ten (10) calendar days of the hearing. The Academic Dean will make the final determination and formally advise the parties involved.



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# GRADUATE PROGRAM POLICIES AND PROCEDURES

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## MAINTENANCE OF MATRICULATION AND LEAVE OF ABSENCE

Once accepted into a program, students must maintain matriculation on a continuing basis until they have completed all degree requirements unless they have been granted a formal leave of absence by the Director of Graduate Programs. Matriculated students not enrolled for at least one course during the Fall and Spring semesters must register to maintain matriculation.

Students who are involved in a culminating activity such as a thesis, a professional contribution, or administrative practicum must maintain their registration in that activity until they have successfully completed it.

Normally students have no more than five (5) years after the date of matriculation to complete degree requirements. Students who seek a leave of absence from their graduate program should submit a letter to the Director of Graduate Programs. The letter must state the reasons for the request and the length of the leave, if known. To return to the graduate program the student should submit to the Director of Graduate Programs a letter requesting readmission at least six weeks before the start of the semester in which the student wishes to re-enroll.

Cumulative leaves of absence may not exceed two (2) years after matriculation or the student will be dismissed from the program. Normally only one leave of absence will be granted.

## NON-MATRICULATION STATUS

Persons who have an undergraduate degree and who are not enrolled in a graduate program may take up to six (6) credits without applying for admission. After successful completion of six (6) credits, matriculation is required to continue enrollment in program courses. However, workshops and seminars sponsored by the graduate programs are open to members of the public who may enroll in the workshops and seminars on an audit basis.

## PROGRAM ADVISEMENT

The Director of each graduate program serves as or assigns an academic advisor for all students enrolled in that program. The advisor maintains a student record and advisement folder used to plan a student's program and track progress. However, all official student records are maintained in the Registrar's Office and can be reviewed by students upon 24 hour notice.

Students register for courses with the help of the Program Director. The process of registering for courses requires the completion of a Course Registration Form. The form along with a check for tuition is submitted to the Office of Graduate Registration. Students who use the Deferred Payment Plan must submit a check for 20% of the tuition due and a Deferred Payment Form. Students who utilize employer reimbursement programs are required to submit a letter from their employers annually in August prior to registration.

## PROGRAM RETENTION

Any student receiving more than six credits below "B" or more than three credits below "C" will be terminated immediately from the degree program, and may never reenter the same program.

One graduate course may be repeated, if a grade of "F" has been received. This may be done one time only. The second grade shall stand on a student's transcript.

A student whose GPA falls below 3.0 will be placed on probation. This may occur one time only.

# GRADUATE PROGRAM POLICIES AND PROCEDURES

## PROGRAM WITHDRAWAL

A student who wishes to withdraw from a Graduate Program at College Misericordia must inform the Director of Graduate Programs of the withdrawal in writing. The date the office receives the notification determines final grades for any courses in which the student may be enrolled at the time of withdrawal, as well as any tuition refund which may be warranted.

## READMISSION

A student who has withdrawn from a program and wishes to be readmitted to that or any other graduate program is required to submit a request for readmission in writing to the Director of Graduate Programs. Upon receipt of the letter, the Admissions Committee will review the student's credentials and determine whether to readmit the student.

## TRANSCRIPTS

Official transcripts may be obtained from the Registrar's Office. There is a five dollar (\$5) fee for each transcript requested.

## TRANSFER OF CREDIT

Applicants may transfer up to six (6) graduate credits earned previously in other accredited graduate programs provided the courses were completed with a grade of B or better and are appropriate substitutes for the courses offered in the Misericordia program. In special cases where applicants have already earned a graduate degree, 12 credits from that degree may be applied toward a Misericordia master's degree, provided the course credits are appropriate substitutes. Transfer credits are accepted after evaluation by the Registrar in consultation with the appropriate Program Director, and with the approval of the Director of Graduate Programs.

Matriculating students who have not already transferred credits may, with program approval, take up to six graduate credits off campus from an accredited graduate program. These credits may also be transferred to College Misericordia to meet program requirements. However, in no case may the number of credits transferred into a graduate program at College Misericordia after matriculation exceed six (6).

## TUITION AND FEES

1995-96

Tuition (per semester hour of credit)	
Education and Organizational Management .....	\$325.00
Nursing, Occupational Therapy and Physical Therapy .....	365.00
Application fee (to accompany all applications) .....	20.00
Matriculation fee for master's candidates for each semester during which the student is not registered for course work .....	75.00
Parking permit .....	5.00
Parking fines .....	15.00
Student I.D. ....	10.00
Thesis Continuation Fee .....	510.00
Transcript fee per copy .....	5.00
Graduation Fee .....	100.00



# GRADUATE PROGRAM DESCRIPTIONS

## GRADUATE EDUCATION PROGRAM

### Philosophy

The Graduate Education Program is interested in attracting experienced and dedicated teachers who wish to become educational leaders. While it is expected that graduates of College Misericordia's Graduate Education Program will be highly valued by their school districts and communities, the program is not designed to help classroom teachers become school administrators or to prepare teachers for roles outside their classrooms. The program respects and values classroom teachers. It hopes to empower these valued professionals and enable them to take the lead in making important educational decisions.

National reports indicate that our society wants classroom teachers to become more involved in the leadership and management of schools and of their profession. Teachers are willing to accept these new responsibilities, they are willing to take the lead in planning, implementing, and evaluating the educational programs needed in our nation's schools. But good intentions are not enough. College Misericordia's Graduate Education Program is designed to help teachers gain the knowledge necessary and develop the skills required to function as leaders.

### Program

Cited by the Pennsylvania Department of Education for its "innovative programmatic and curricular design," the Graduate Education Program breaks away from traditional programming. College Misericordia's Graduate Education Program reflects and respects the learning styles and schedules of adult learners.

The Graduate Education Program offers participants a common body of necessary skills and knowledge through a fifteen credit core requirement. It then allows students to pursue an area of interest by taking one of three available sequences. Each includes specialization courses appropriate to the sequence and the opportunity to participate in additional elective courses, as well as independent and directed studies. The program's unique culminating experience asks students to share what they have learned in the program with colleagues.

Students enrolled in College Misericordia's Graduate Program in Education may choose to specialize in one of three areas. All three specialization sequences include the same core requirements (15 credits) and all require a Professional Contribution (6 credits).

### General Goals

Graduates of College Misericordia's Graduate Education Programs (i.e., Elementary Education, Educational Technology, and Supervisor of Curriculum and Instruction) will demonstrate the ability to:

1. effectively communicate with various school communities regarding current educational issues and trends and the principles of teaching and learning which make schools effective and efficient.
2. design, organize, and manage system-wide curriculum which prepares students within areas relating to the goals of quality education.
3. coordinate district-wide subject area activities, subject area curriculum development.

## GRADUATE PROGRAM DESCRIPTIONS

4. conduct evaluations of curriculum and instruction and use the results of the evaluations to encourage and facilitate curricular and instructional improvements.
5. use an understanding of how learning occurs as the basis for making curricular and instructional decisions which support the intellectual, social, and personal growth of all students.
6. use an understanding of individual and group motivation, instructional practices, and assessment to create school environments which foster effective and efficient curricular and instructional practices and procedures and which enable all students to master curriculum and meet high standards.
7. use the tools of research and inquiry to gather and use information needed to make educational decisions.
8. identify how educational technology can be used to facilitate and improve teaching and learning processes.

### Specific Goals

Specific goals for each of the Graduate Education Program's three specialization sequences are available.

### Curriculum

The curriculum of the Graduate Education Program requires the completion of five core courses, a specialization track, and a professional contribution.

#### A. CORE COURSES:

EDU 500	Issues in Education
EDU 504	Curriculum
EDU 510	Learning
EDU	(Technology Elective)
EDU 515	Research Methods

#### B. SPECIALIZATIONS:

##### The Specialization in Supervision of Curriculum and Instruction:

Teachers should directly participate in decisions about curriculum and instruction. They should be primarily responsible for activities such as planning, implementing, and evaluating curriculum and instruction. The curriculum track of College Misericordia's Graduate Education Program gives teachers the knowledge and skills they need to deal with curriculum issues. Graduates can function as leaders of local school district curriculum planning teams, site-based management teams, building level management teams, and will be able to otherwise work to improve curriculum in their schools.

Participants in the curriculum track complete the core requirements, several required courses, two electives, and a professional contribution. Additionally, students may opt to participate in a post-graduate internship in supervision.

## GRADUATE PROGRAM DESCRIPTIONS

<b>Core</b>		<b>15 credits</b>
EDU 500	Issues in Education	
EDU 504	Curriculum	
EDU 510	Learning	
EDU 515	Research Methods	
EDU	(Technology Elective)	
<b>Required Courses</b>		<b>9 credits</b>
EDU 530	School Law and Finance	
EDU 548	Clinical Supervision	
EDU 557	Instructional Support	
<b>Electives</b>		<b>6 credits</b>
EDU	Elective	
EDU	Elective	
<b>Professional Contribution</b>		<b>6 credits</b>
EDU 565	Staff Development	
EDU 595	Professional Contribution	
	<b>TOTAL</b>	<b>36 credits</b>
<b>Postgraduate Internship (Optional)</b>		<b>6 credits</b>
EDU 559	Supervision Internship	

### The Specialization in Educational Technology:

Teachers need to use advanced technology to implement modern curriculum. They do not need to become computer programmers or even software writers, but they do need to know how to use modern technology to plan and deliver instruction. The technology track of College Misericordia's Graduate Education Program gives teachers the knowledge and skills they need to implement technology. Graduates can function as leaders of local school district instructional improvement teams, technology planning committees, site-based management teams, building level management teams, and will be able to otherwise work to improve instruction in their schools by helping their colleagues implement technology. The Specialization meets all of PDE's standards for Supervision of Instruction and Curriculum.

Participants who specialize in educational technology complete the core, five required technology courses, and a professional contribution.

<b>Core</b>		<b>15 credits</b>
EDU 500	Issues in Education	
EDU 504	Curriculum	
EDU 510	Learning	
EDU	(Technology Elective)	
EDU 515	Research Methods	
<b>Required courses</b>		<b>15 credits</b>
EDU 551	Productivity Tools	
EDU 552	Multimedia Based Education	
EDU 555	Advanced Multimedia Design	
EDU 553	Technology and Instructional Design	
EDU 554	Video in the Instructional Process	
<b>Professional Contribution</b>		<b>6 credits</b>
EDU 565	Staff Development	
EDU 595	Professional Contribution	
	<b>TOTAL</b>	<b>36 credits</b>

## GRADUATE PROGRAM DESCRIPTIONS

### The Specialization in Elementary Education:

Veteran teachers often want to expand their teaching abilities and credentials. Currently certified teachers (e.g., secondary educators) can prepare to teach in elementary classrooms by participating in the Graduate Education Program's specialization in elementary education. In addition to becoming skilled curriculum developers, participants in this track become candidates for certification in elementary education.

The specialization in elementary education is available only to teachers who already have valid PDE instructional certification in another area. The specialization is not designed as a vehicle for initial certification, thus does not deal with the state's General Standards for teachers. It is designed to help currently certified teachers expand their credentials by adding a certification in elementary education. The specialization in elementary education meets all of PDE's Specific Standards for elementary education.

Participants in the specialization in elementary education complete the core, six required courses, and a professional contribution.

<b>Core</b>		<b>15 credits</b>
EDU 500	Issues in Education	
EDU 504	Curriculum	
EDU 510	Learning	
EDU	(Technology Elective)	
EDU 515	Research Methods	
<b>Required Courses</b>		<b>18 credits</b>
EDU 575	Human Development	
EDU 590	Basic Methods in Elementary Education	
EDU 520	Curriculum and Methods in Reading	
EDU 524	Curriculum and Methods in Language Arts	
EDU 525	Curriculum and Methods in Mathematics	
EDU 581	Seminar in Elementary Education	
EDU 582	Observation and Practicum	
<b>Professional Contribution</b>		<b>6 credits</b>
EDU 565	Staff Development	
EDU 595	Professional Contribution	
<b>TOTAL</b>		<b>39 credits</b>

### C. The Culminating Activity:

As a culminating activity, students are required to develop and deliver a professional contribution, a project whereby they try to create curricular change through staff development. They first participate in a three-credit course in staff development during which they develop their projects. During a subsequent semester they formally deliver their projects to a group of colleagues or to a professional group.

EDU 565	Staff Development
EDU 595	Professional Contribution

### Course Scheduling and Sequence

The College Misericordia Graduate Education Program utilizes evening and weekend formats throughout the school year and conveniently scheduled workshops and seminars during the school year and during the summer months. Students who enroll on a part-time basis can complete the program in three years. Full-time students can complete the program in two years. They may take up to nine credits during each of the semesters of the school year and up to twelve credits during the summer term.



## GRADUATE PROGRAM DESCRIPTIONS

A typical part-time student's schedule is depicted below:

### Year One

#### *Fall*

EDU 500  
Issues in  
Education

#### *Spring*

EDU 510  
Learning

#### *Summer*

Electives  
or Required  
Courses

EDU 504  
Curriculum

EDU  
Technology  
Elective

Electives  
or Required  
Courses

### Year Two

#### *Fall*

EDU 515  
Research  
Methods

#### *Spring*

Electives  
or Required  
Courses

#### *Summer*

Electives  
or Required  
Courses

### Year Three

#### *Fall*

EDU 565  
Staff  
Development

#### *Spring*

EDU 595  
Professional  
Contribution

### Transfer Students

College Misericordia's Graduate Education Program will allow students to transfer up to six credits from other graduate programs. Students who have earned a Masters Equivalency Certificate from the Pennsylvania Department of Education may transfer up to nine credits. Students who have completed graduate degrees at other institutions may transfer up to twelve credits. All requests for credit transfers must be reviewed and approved by the Director of the Graduate Education Program and must be appropriate substitutes.



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# GRADUATE PROGRAM DESCRIPTIONS

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## GRADUATE PROGRAM IN NURSING

### Philosophy

The Nursing Program supports the Mission Statement and Philosophy of the College. The undergraduate nursing program is based on a complementary relationship between liberal arts and professional studies. Specialization on the graduate level offers in-depth knowledge of a specific clinical or functional area. The approach to education focuses on critical thinking, as well as the values and attitudes of justice, mercy, and service.

Each human being is viewed as intellectual, spiritual, and creative, and constantly interacting within the environment. The holistic view of humans takes into account the physical structure, mind and spirit of the individual, as well as the physical and social environment in which each functions. Humans interact on the basis of respect for each other's cultural values, worth and dignity. Individuals have the potential for self-direction based on their developmental level. The capacity for emotion, reasoning, and perceiving is characteristic of human beings.

The social environment is composed of individuals, families, groups and communities which can be described in terms of micro-systems and macro-systems. Biological, social, and psychological forces within the environment impact on a complex and dynamic health care system. Cultural patterns influence the human-environment interaction.

Health care involves the promotion, maintenance and restoration of wellness. A particular state of wellness is perceived by individuals and is influenced by their self-esteem, inner sense of meaning, and desire to achieve their highest potential. Individuals who are goal-oriented, motivated and have a high sense of energy tend to achieve a higher level of wellness.

Nursing is an art, involved in caring, and a science based on its own theory and research. The nursing process involves critical thinking as related to the cognitive, affective and psychomotor domains. The profession of nursing is a vital, effective and efficient health service to the community. Ethical and legal issues have a strong impact on the practice of professional nursing.

Leadership involves directing and providing client care, collaboration with other health care professionals and management. The profession of nursing is committed to making quality health care available and accessible to all, which reflects our commitment of mercy and justice. Health teaching is an integral component of wellness promotion. Nursing exerts an influence on, and is influenced by, the newly developing patterns of providing services, the roles of other members of the health team, scientific and technological advances, nursing research, and the social and economic pressures which contribute to the complexity of health care services.

Undergraduate education in nursing is built on a strong core of general education requirements and is generic in nature. Included within the program are liberal arts and the sciences, such as nutrition, anatomy and physiology, and developmental psychology, as well as other pure and behavioral sciences. The use of the nursing process and nursing theories are basic to generalized clinical practice.

Graduate education enables professional nurses to realize their creative leadership potential and provides opportunities for independent and collaborative functioning with health professionals and others in effecting changes in nursing practice and health care. Advanced knowledge provides for a high degree of effectiveness in leadership capacities. Scientific inquiry is an integral part of the program. Such inquiry provides the basis for acquisition of increased competencies in utilization of the research method and in the analysis and synthesis of theories related to the practice of nursing.

## GRADUATE PROGRAM DESCRIPTIONS

Learning involves critical thinking, which encompasses the analysis and synthesis of knowledge. It is life-long and involves developmental changes. The individual has the responsibility to achieve the highest potential with the assistance of the faculty who are facilitators. The faculty believe that learning occurs when the student actively participates in the learning process. Teaching, therefore, is a collaborative process in which a student assumes progressive responsibility for personal learning. Learning is directed toward the development of the values and professional role identification that are compatible with this philosophy.

### Program

The program is designed to develop a core of skills and competencies in the master's candidate. In addition, it provides a flexibility which permits students to pursue their areas of interest. Students meet their individual learning needs through selection and development of concepts and in-depth analysis of populations and communities.

The graduate nursing program at College Misericordia is designed to:

1. provide clinically prepared nurse educators, practitioners, and administrators for leadership positions in nursing education and the health care delivery system;
2. prepare graduates to use the research process to improve nursing practice, nursing education, and contribute to nursing's body of knowledge;
3. prepare graduates to initiate innovative, creative approaches to the emerging needs and demands of society related to the health care delivery system.
4. provide an educational base for graduates to pursue further education and professional development.

### Post Master's Family Nurse Practitioner Certificate

The family nurse practitioner post master's certification program is designed to facilitate the integration of advanced theories and concepts into advanced nursing practice in primary care. The FNP post master's program prepares nurse practitioners to function as principal providers of primary health care and to assume responsibility for promoting, maintaining and restoring the health of individuals and families.

The program will be offered on a full time basis. It consists of 36 credits of family nurse practitioner specialty and cognate courses. Four semesters are required for completion of the program.

Clinical learning experiences are arranged in a variety of settings to meet program objectives and student interests. Experiences are located in health care facilities in northeastern Pennsylvania.

### Curriculum

The curriculum is designed to prepare nurses in areas of primary care, administration or education based on clinical knowledge at the advanced level. Students major in Adult Health/Micro Systems Nursing, Maternal-Child/Macro Systems Nursing, or Community Health/Macro Systems Nursing and select a functional role of either Nurse Administrator or Nurse Educator, or they may choose the Family Nurse Practitioner option.

The Clinical Core Courses in Adult Health/Micro Systems Nursing are designed to facilitate the student's integration and clinical application of advanced theories and concepts as they relate to the health and nursing care needs of the adult and family. Concepts will be

## GRADUATE PROGRAM DESCRIPTIONS

developed along the wellness-illness spectrum emphasizing care as multidimensional in nature. Based on a selected nursing theory, selected change theory, and current nursing modalities, interventions will be planned, implemented, and evaluated.

The Clinical Core Courses in Community Health/Macro Systems Nursing are designed to acquaint the student with advanced concepts in community assessment and intervention essential to practice and leadership in community settings. The primary focus on groups and the community as client provides the student with opportunities to assess, plan, diagnose, implement, and evaluate care at the aggregate level. Students will investigate the multidimensional role of change agent with the complex structure of the community.

The Clinical Core Courses in Maternal-Child/Macro Systems Nursing are designed to provide students with advanced theories and concepts in dealing with child-bearing families and infants through adolescents. The primary focus is on infant mortality, high-risk pregnancies, vulnerable families and children, and other threats to child and family health and wellness.

The Nursing Administration Sequence is designed to develop management skills. Courses in organizational behavior, financial management, and nursing administration provide the graduate student with the basis for the role of nurse administrator.

The Nursing Education Sequence is designed to develop advanced knowledge and skills for the graduate student planning a teaching career. Courses in curriculum development, teaching/learning strategies, and an introduction to higher education provide the student with a basis for the roles and functions of the nurse educator.

The Family Nurse Practitioner program is designed to allow students to integrate advanced theories and concepts as a framework for nursing practice. Students are prepared as family nurse practitioners to function as principal providers of primary health care and to assume responsibility for promoting, maintaining and restoring the health of individuals and families.

The nursing education and administration programs consist of 40 credits. As a program for part-time study, students must complete these programs within five (5) years of matriculation. The family nurse practitioner program consists of 45 credits and must be completed within five (5) years of matriculation.

### Program Objectives

#### GRADUATES OF THE MASTER'S PROGRAM IN NURSING WILL BE ABLE TO:

1. promote, maintain, and restore wellness through the use of in-depth knowledge, skills and attitudes related to the selected nursing specialization;
2. articulate a philosophy of nursing and a personal belief system that reflects a commitment to holistic nursing care;
3. utilize the nursing process in the practice of professional nursing with a micro/macro systems framework based on research and knowledge from nursing and other disciplines;
4. demonstrate leadership in working with other professionals and consumers to effect positive changes in nursing practice, nursing education, and the health care system;



## GRADUATE PROGRAM DESCRIPTIONS

### Program Objectives (continued)

5. function independently or in collaboration with other health professionals and consumers to promote high level wellness for the client;
6. continue the process of learning for personal and professional growth by contributing to the scholarly literature, conducting needed research related to the nursing specialization or role function and participation in community and/or professional activities which enhance nursing;
7. demonstrate leadership in participating in assuring quality of programs related to the nursing major and functional role;
8. develop testable propositions from nursing and other theories, and critically analyze findings with applicability to practice; and
9. incorporate social, political, and ethical responsibility and accountability as an essential part of the professional role.

### GRADUATES IN THE EDUCATIONAL SEQUENCE WILL BE ABLE TO:

1. demonstrate a personal philosophy and belief system in the role of nurse educator;
2. develop skill in responding to the educational needs of students, colleagues, and society;
3. develop skill in responding to the standards, regulations, and credentialing criteria which impact upon nursing education;
4. base the practice of nursing education on theory, research, and clinical expertise;
5. participate with professional colleagues and consumers to achieve academic standards and goals;
6. develop the leadership role of nurse educator within academia, the health care system, and the community; and
7. participate in lifelong learning.

### GRADUATES OF THE ADMINISTRATION SEQUENCE WILL BE ABLE TO:

1. demonstrate a personal philosophy and belief system in the role of nurse administrator;
2. demonstrate skill in responding to the dynamic changes in organizational structures and functions within the health care delivery system;
3. demonstrate skill in responding to the standards, regulations, and credentialing criteria which impact upon nursing administration and the health care system;
4. base the practice of nursing administration on theory, research, and administration expertise;
5. participate with professional colleagues and consumers to achieve improvement in the delivery of health care;

## GRADUATE PROGRAM DESCRIPTIONS

6. demonstrate the leadership role of nurse administrator within the health care system and community; and
7. participate in lifelong learning.

### GRADUATES OF THE FAMILY NURSE PRACTITIONER PROGRAM WILL BE ABLE TO:

1. analyze, test and evaluate theories and models for incorporation into advanced primary health care practice;
2. develop and implement treatment plans for the management of common, acute and chronic health problems occurring across the lifespan;
3. identify and systematically study researchable problems relevant to primary care nursing;
4. demonstrate competence and professional accountability in the nurse practitioner role;
5. collaborate in interdisciplinary efforts to provide and improve accessible, cost effective primary health care services on the local, state, and national levels;
6. utilize leadership to enhance the status, power and autonomy of primary care nursing;
7. actively participate in effecting legislative changes to improve health care and eliminate barriers for advanced nursing practice; and
8. formulate and implement plans for own professional development as a provider of primary health care services.

#### Education or Administration Focus (40 credits)

<b><u>Core - 9 credits</u></b>		
NSG 553	Analysis of Macro/Micro Systems	(3 credits)
NSG 512	Concepts and Theories in Nursing	(3 credits)
NSG 515	Research: Concepts, Methods and Principles	(3 credits)

<b><u>Clinical Area - 9 credits</u></b>		
NSG 506-507	Adult Health/Micro Systems Nsg I & II	(6 credits)
	or	
NSG 508-509	Community Health/Macro Systems Nsg I & II	(6 credits)
	or	
NSG 521-522	Maternal-Child/Macro Systems Nsg I & II	(6 credits)
NSG 573	Clinical Practicum	(3 credits)

<b><u>Functional Area - 13 credits</u></b>		
<b><u>Nursing Administration</u></b>		
OM 500	Organizational Behavior	(3 credits)
OM 510	Financial Management I	(3 credits)
NSG 525	Introduction to Nursing Administration	(3 credits)
NSG 545	Nursing Administration Seminar/Practicum	(4 credits)

or		
<b><u>Education</u></b>		
NSG 504	Curriculum Design	(3 credits)
NSG 505	Teaching/Learning Strategies	(3 credits)
NSG 510	Introduction to Higher Education	(3 credits)
NSG 535	Nursing Education Practicum/Seminar	(4 credits)



## GRADUATE PROGRAM DESCRIPTIONS

<u>Synthesis - 6 credits</u>		
NSG 555	Legal, Ethical and Public Policy Issues in Health Care	(3 credits)
NSG 599	Graduate Nursing Synthesis Seminar	(3 credits)

<u>Elective - 3 credits</u>		
Elective	Thesis Option is available	(3 credits)

### SUGGESTED SEQUENCE (Education or Administration)

#### Evening Program

<u>Year One</u>	Fall	NSG 553 NSG 512
	Spring	NSG 504 or OM 500 NSG 506, NSG 508, or NSG 521
	Summer	Elective (may be taken during either summer)
	Fall	NSG 505 or OM 510 NSG 507, NSG 509 or NSG 522
	Spring	NSG 515 NSG 525 or NSG 510
	Fall	NSG 573 NSG 535 or NSG 545
<u>Year Three</u>	Spring	NSG 555 NSG 599

#### Friday Program

<u>Year One</u>	Fall	NSG 553 NSG 512 NSG 504 or OM 500
	Spring	NSG 506, NSG 508, or NSG 521 NSG 515 NSG 505 or OM 510
	Summer	Elective
<u>Year Two</u>	Fall	NSG 507, NSG 509, or NSG 522 NSG 573 NSG 510 or NSG 525
	Spring	NSG 555 NSG 599 NSG 535 or NSG 545

## GRADUATE PROGRAM DESCRIPTIONS

<b>Nurse Practitioner Components (45 credits)</b>		<b><u>Core - 9 credits</u></b>	
	NSG 512	Concepts and Theories in Nursing	(3 credits)
	NSG 515	Research: Concepts, Methods & Principles	(3 credits)
	NSG 553	Analysis of the Health Status of Micro/Macro Systems	(3 credits)
		<b><u>Foundations - 9 credits</u></b>	
	NSG 551	Advanced Pharmacology	(3 credits)
	NSG 552	Pathophysiology for Primary Care	(3 credits)
	NSG 554	Diagnostic Reasoning and Therapeutic Interventions for Primary Care Nursing	(3 credits)
		<b><u>Clinical - 18 credits</u></b>	
	NSG 565	Primary Care of Children	(3 credits)
	NSG 556	Clinical Management for the Primary Care of Children	(2 credits)
	NSG 557	Primary Care of Adults with Health Promotion Needs and Episodic Health Problems	(2 credits)
	NSG 558	Clinical Management of Adults with Health Promotion Needs and Episodic Health Problems	(2 credits)
	NSG 559	Primary Care of Women	(3 credits)
	NSG 561	Clinical Management of Women's Health Care	(2 credits)
	NSG 562	Primary Care of Adults with Chronic Health Needs and Problems	(2 credits)
	NSG 563	Clinical Management of Adults with Chronic Health Needs and Problems	(2 credits)
		<b><u>Synthesis - 9 credits</u></b>	
	NSG 555	Legal, Ethical and Public Policy Issues in Health Care	(3 credits)
	NSG 564	Family Nurse Practitioner Preceptorship	(6 credits)

### NURSE PRACTITIONER PROGRAM FULL-TIME SEQUENCE

<b><u>Year One</u></b>	Fall	NSG 551
		NSG 552
		NSG 553
		NSG 554
	Spring	NSG 512
		NSG 565
		NSG 556
		NSG 557
		NSG 558
<b><u>Year Two</u></b>	Fall	NSG 515
		NSG 559
		NSG 561
		NSG 562
		NSG 563

## GRADUATE PROGRAM DESCRIPTIONS

<u>Year Two</u>	Spring	NSG 555 NSG 564
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### NURSE PRACTITIONER PROGRAM SUGGESTED PART-TIME SEQUENCE

<u>Year One</u>	Fall	NSG 512 NSG 515
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Spring	NSG 551 NSG 552
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<u>Year Two</u>	Fall	NSG 553 NSG 554
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Spring	NSG 565 NSG 556
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<u>Year Three</u>	Fall	NSG 559 NSG 561
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Spring	NSG 550 NSG 557 NSG 558
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<u>Year Four</u>	Fall	NSG 562 NSG 563
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Spring	NSG 564
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### NURSE PRACTITIONER POST MASTER'S PROGRAM SUGGESTED SEQUENCE

#### Year One

##### Fall

NSG 551	Advanced Pharmacology	3 credits
NSG 552	Pathophysiology for Primary Care	3 credits
NSG 553	Analysis of the Health Status of Macro/Micro Systems	3 credits
NSG 554	Diagnostic Reasoning and Therapeutic Interventions for Primary Care Nursing	<u>3 credits</u> 12 credits

##### Spring

NSG 565	Primary Care of Children	3 credits
NSG 556	Clinical Management for the Primary Care of Children	2 credits
NSG 557	Primary Care of Adults with Health Promotion Needs and Episodic Health Problems	2 credits
NSG 558	Clinical Management of Adults with Health Promotion Needs and Episodic Health Problems	<u>2 credits</u> 9 credits

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## GRADUATE PROGRAM DESCRIPTIONS

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### Year Two

#### Fall

NSG 559	Primary Care of Women	3 credits
NSG 561	Clinical Management of Women's Health Care	2 credits
NSG 562	Primary Care of Adults with Chronic Health Needs and Problems	2 credits
NSG 563	Clinical Management of Adults with Chronic Health Needs and Problems	<u>2 credits</u>
		9 credits

#### Spring

NSG 564	Family Nurse Practitioner Preceptorship	<u>6 credits</u>
		6 credits

Note: These are suggested formats; courses are available based on student enrollment and faculty availability.

#### PROGRAM SPECIFIC REQUIREMENTS FOR CLINICAL PRACTICE:

All graduate nursing students must have on file before entering clinical education experiences:

CPR Certification, Health Center Clearance, and F.N.P. students must have professional malpractice insurance for nurse practitioner student practice.



## GRADUATE PROGRAM DESCRIPTIONS

### PROFESSIONAL ENTRY LEVEL MASTER OF SCIENCE DEGREE IN OCCUPATIONAL THERAPY

The Occupational Therapy Program has a proud tradition of producing highly qualified and technically proficient occupational therapy practitioners over the past decade. In 1997, the first class of Professional Entry Level Master degree students will graduate. This graduation will mark the completion of an educational transition process that began in 1992. The College now offers two alternatives that lead to being awarded an entry level Master of Science degree in Occupational Therapy. The first is a traditional five year curriculum whereby students are admitted in their freshman year. Following five years of undergraduate and graduate course work, students are awarded a Bachelors degree in General Studies and a Master of Science degree in Occupational Therapy. The other program offers the curriculum over a three year period with students attending classes on alternating weekends. At the end of three years, students are awarded a Master of Science degree in Occupational Therapy. Students accepted into the Program engage in an educational process that not only prepares them to become entry level occupational therapy practitioners, but instills in them the understanding for and desire to achieve the skills of scientific inquiry and critical reasoning. Great lengths have been taken to create an educational experience that will prepare our students to meet and exceed the demands of the entry level practitioner.

Students who are applying for the traditional program should refer to the undergraduate catalog for a description of admission policies.

The weekend college Occupational Therapy Program is specially designed for students who already have earned a bachelor degree or are Certified Occupational Therapy Assistants. (COTAs must refer to the undergraduate catalog for admission requirements). Our graduates are eligible to sit for the American Occupational Therapy Certification Board (AOTCB) examination. Successfully passing the AOTCB examination will allow students to apply for and receive a license to practice occupational therapy in the state of Pennsylvania. Students from other states should contact their state's licensing board for information pertaining to that state's requirements.

Occupational therapists are readily employed in clinics, hospitals, home health agencies, rehabilitation centers, schools, nursing homes, pediatric facilities, private practice, industrial centers, government agencies, and military medicine.

#### Philosophy

The occupational therapy program supports the mission statement and philosophy of the College. The professional studies of the occupational therapy program are interwoven with a liberal arts foundation to provide students with a broad range of intellectual skills. The curriculum is built on the following tenets and assumptions regarding human beings, occupational therapy and education. The human being is a holistic, dynamic person that possesses an occupational nature. The holistic aspect of the human being consists of biological, psychological and socio-cultural dimensions. The holistic nature of each human being is unique and individualized. This unique individual functions as an open system which interacts in a dynamic fashion with the environment. The continuous interaction provides the individual with the opportunity to grow, develop, change, and adapt. The growth process is facilitated by the occupational nature of human beings and is evident in the interactions with the environment that are self-initiated and goal-directed. These interactions, or occupations, can be categorized into the performance areas of play/leisure, work/productivity, self maintenance, and rest/relaxation.

Occupational therapy is based on the belief that occupations may be used to promote wellness and remediate dysfunction. Occupations have the ability to be graded and be used therapeutically to promote adaptation which enables individuals to attain the highest level of performance in a variety of roles and settings. The process of occupational therapy integrates the application of critical reasoning skills with evaluation, treatment planning, and intervention.

The overall objective of this Occupational Therapy Program is to produce graduates who are able to view the person as a holistic being with numerous dimensions, demonstrate an

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## GRADUATE PROGRAM DESCRIPTIONS

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understanding and appreciation of the diversity of human beings, possess an understanding of current occupational therapy theory and frames of reference and demonstrate the ability to apply them to various practice situations, analyze situations critically, think logically, employ scientific methodology to perform research, critically analyze research results and apply these appropriately to practice, express oneself clearly and persuasively in both written and verbal communication, ascribe to a standard of ethical conduct in their personal and professional lives, advocate for the consumer, and possess a knowledge base anchored in the liberal arts. Graduates of this program will possess entry-level skills to practice occupational therapy.

### Policies

In addition to the general policies of College Misericordia, the following regulations apply to Occupational Therapy Students.

#### Fieldwork

Fieldwork placements are an integral part of the Occupational Therapy curriculum. The Program has a Fieldwork Coordinator who will assist in the arrangement of all fieldwork placements. Students will meet with the Coordinator assigned to their Program to arrange the placement. Students are responsible for all living and transportation costs associated with fieldwork placement.

#### Physical Examinations

Annual physical examinations are required for admission to occupational therapy courses. Records of the examination must be on file in Student Health Services at the beginning of each academic year. Students are required to fulfill all health requirements of fieldwork facilities prior to fieldwork placement and are required to demonstrate proof of health insurance coverage. Further details about health requirements at a specific fieldwork site can be obtained from the Fieldwork Coordinator.

#### Related Expenses

Additional expenses for occupational therapy students normally include uniforms, name pins, school patches, and a certification examination fee. As part of professional development, students are **expected** to become members of the American Occupational Therapy Association and **encouraged** to become members of the Pennsylvania Occupational Therapy Association (each Association has reduced student rates; the Occupational Therapy Office has details). Attendance at local and regional conferences is encouraged as students continue their lifelong commitment to learning.

#### Retention and Dismissal

To advance within the professional program, students must maintain a 3.0 GPA in their occupational therapy major. No more than two grades of "C" will be permitted in courses at the 500 and 600 level. Grades of "D" or below are considered failing grades within the Professional Program.

# GRADUATE PROGRAM DESCRIPTIONS

## OCCUPATIONAL THERAPY PROFESSIONAL CURRICULUM

### SEQUENCE OF REQUIRED COURSES

#### Traditional Format

For a description of core course requirements, refer to the undergraduate catalog.

\* = Cognate Courses

#### YEAR I

Fall Semester				Spring Semester			
*PHY	107	Intro to Physics I	3	*PHY	108	Intro to Physics II	3
*HP	100	Intro to Health Sciences		*SOC	110	Anthropology	3
		OR		*MTH	115	Statistics (Math Bank Core)	3
OT	103	Intro to Prof Beh in OT	2	OT	103	Intro to Prof Beh in OT	
						OR	
				*HP	100	Intro to Health Sciences	2

#### YEAR II

Fall Semester				Spring Semester			
*BIO	211	Anatomy & Physiology I	4	*BIO	212	Anatomy & Physiology II	4
OT	220	Dimen Hum Perf I	3	OT	221	Dimen Hum Perf II	3
OT	205	Occ Behaviors I	4	OT	275	Occ Behaviors II	4
OT	230	Interpersonal Processes	3	OT	290	Conditions Affec Hum Sys	3

#### YEAR III

Fall Semester				Spring Semester			
OT	308	Neurosciences	4	OT	310	Applied Functional Anat	4
OT	300	Critical Reasoning	3	OT	422	OT Intervention Series I	3
OT	330	Conceptual Foundations	3	OT	722	Interventions Lab I	0
*PSY	430	Abnormal Psychology	3	OT	522	Interventions Seminar I	2
				OT	335	Env Dimen of Hum Perf	3

#### YEAR IV

Fall Semester				Spring Semester			
OT	423	Intervention Series II	3	OT	424	Intervention Series III	3
OT	723	Interventions Lab II	0	OT	724	Interventions Lab III	0
OT	523	Interventions Seminar II	2	OT	524	Interventions Seminar III	2
OT	515	Research in OT	3	OT	570	Mgmt and Supervision	3
				OT	690	Research Project I	3

#### SUMMER

OT	601	Fieldwork Level I	3
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#### YEAR V

Fall Semester				Spring Semester			
OT	602	Fieldwork Level II	9	OT	610	Elective: Special Topics in OT	3
				OT	620	Adv Theory Analysis	3
				OT	630	Issues and Trends	3
				OT	695	Research Project II	3

# GRADUATE PROGRAM DESCRIPTIONS

## OCCUPATIONAL THERAPY PROFESSIONAL CURRICULUM

### SEQUENCE OF REQUIRED COURSES Weekend College Format

#### YEAR 1

Spring Semester			Summer Semester			Fall Semester		
OT 103	Intro to Professional Behaviors in OT	2	OT 221	Dimensions in Human Performance II	3	OT 205	Occupational Behavior I	4
OT 220	Dimensions in Human Performance I	3	OT 290	Conditions Affecting the Human System	3	OT 308	Neuroscience	4
OT 230	Interpersonal Processes	3	ELECTIVE*			ELECTIVE*		

#### YEAR 2

OT 275	Occupational Behaviors II	4	OT 335	Environmental Dimensions in Human Performance	3	OT 423	Intervention Series II	3
OT 300	Critical Thinking in OT	3	OT 422	Intervention Series I	3	OT 523	Intervention Seminar II	2
OT 310	Applied Functional Anatomy	4	OT 522	Intervention Seminar I	2	OT 723	Intervention Lab II	0
OT 330	Conceptual Foundations in OT	3	OT 722	Intervention Lab I	0	OT 515	Research Methods	3
			ELECTIVE*					

#### YEAR 3

OT 424	Intervention Series III	3	OT 601	Level II Fieldwork	3	OT 602	Level II Fieldwork	9
OT 524	Intervention Seminar III	2	OT 630	Issues and Trends in OT	3	OT 620	Advance Analysis of OT Theory & Practice	3
OT 724	Intervention Lab III	0				OT 695	Research Project II	3
OT 570	Management and Supervision in OT	3						
OT 690	Research Project I	3						

\*Electives must consist of upper level undergraduate and/or graduate level course work and will be determined based upon the student's needs, course availability and advisor approval.

Level I fieldwork experiences are integrated throughout the occupational therapy curriculum. Students are required to complete all Level I experiences independently. The Fieldwork Coordinator is available to assist with establishing a fieldwork site.

This course sequence is subject to change.



# GRADUATE PROGRAM DESCRIPTIONS

## GRADUATE PROGRAM IN ORGANIZATIONAL MANAGEMENT

<b>Philosophy</b>	College Misericordia's Master of Science degree in Organizational Management is designed to educate individuals for successful careers as managers in both public and private organizations and in industry. The program reflects a management perspective which assumes that the professional manager is able to analyze problems, communicate solutions and understand the impact of management decisions.
<b>Program</b>	The program prepares students for responsible organizational leadership. Students are encouraged to think broadly about the tasks and functions of the manager and to develop and use a variety of management skills in organizational environments.
<b>Curriculum</b>	The program consists of thirty-six (36) credit hours which can be completed on a part-time basis. A core curriculum of twenty-one (21) credits is required. Students then have the opportunity to specialize in one of three areas: Human Resource Management, Human Services Management, and General Management. The specialization areas require a total of twelve (12) credits for completion. The program culminates in a required three (3) credit practicum or professional contribution which synthesizes the skills and content presented through academic course work.
<b>Specializations</b>	The program offers an opportunity for students to concentrate their elective courses in one of three areas of special interest.
<b>Human Resource Management Specialization</b>	One of the interest areas to which the program responds is the field of Human Resource Management which deals with issues related to human resource management and development. Clearly, there is a growing need for the development of professional competencies and skills in this area. The program is designed to develop the skills and knowledge base needed to exert leadership in the management of human resources in a variety of organizations including corporations; health and health-related facilities; local, state and regional government; and other complex organizations.
<b>Human Services Management Specialization</b>	The second area of specialization available is designed for managers in human service and other not-for-profit agencies. The program offers practitioners the opportunity to develop those skills required for successful management specifically in the not-for-profit and voluntary sector.
<b>General Management Specialization</b>	Students, with the cooperation of their program advisor, may choose to specialize in one of the above tracks or they may plan, with their advisor, an individualized program of study by choosing electives from the pool of electives offered by the program.

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## GRADUATE PROGRAM DESCRIPTIONS

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### A. Core curriculum:

OM 500	Organizational Behavior
OM 510	Financial Management I
OM 511	Financial Management II
OM 515	Research Methods
	or
OM 516	Qualitative Research
OM 530	Legal Aspects of Administration
OM 550	Personnel and Labor Relations
OM 586	Strategic Planning and Management of Change
OM 595	Professional Contribution
	or
OM 596	Administrative Practicum

### B. Track I Human Resources Management:

Choose twelve (12) credits from the following:

OM 505	Decision Making
OM 551	Organizational Communication
OM 552	Regulation of Human Resources Management
OM 553	Fundamentals of Employment Benefit Planning
OM 554	Current Issues
OM 555	Administration of Human Resources
OM 556	Policies and Procedure Development
OM 590	Seminar
OM 599	Independent Study

### C. Track II Human Services Management:

Choose twelve (12) credits from the following:

OM 505	Decision Making
OM 525	Human Service Systems
OM 536	Marketing Management
OM 540	Grant/Contract Development and Management
OM 542	Fund Raising: Theory and Application
OM 551	Organizational Communication
OM 553	Fundamentals of Employment Benefit Planning
OM 590	Seminar
OM 599	Independent Study

### D. Track III General Management:

Complete the core curriculum and 12 additional credits selected, with consent of the student's advisor, from those offered by the program.

## GRADUATE PROGRAM DESCRIPTIONS

### Certificate

A 15 credit Certificate in Human Resource Management is offered to those individuals who are interested in the field of Human Resources but do not wish to pursue the degree. Course requirements for entering and completing the Certificate program include:

1. possession of a baccalaureate degree from an accredited college or university in a field compatible with the area of advanced study;
2. completion of the following designated courses: OM 500, OM 550, OM 552;
3. completion of 6 additional credits from the Human Resource Management track.

### Course Scheduling and Sequence

#### Option I: Three Year Sequence (6 credits for 6 semesters)

Year One	Semester One	OM 500 OM 510	Organizational Behavior Financial Management I
	Semester Two	OM 586 OM 511	Strategic Planning and Management of Change Financial Management II
Year Two	Semester One	OM 515 OM 530	Research Methods Legal Aspects of Administration
	Semester Two	OM 550	Personnel/Labor Relations/Elective
Year Three	Semester One		Electives
	Semester Two	OM 595 OM 596	Professional Contribution or Administrative Practicum

#### Option II: Two Year Sequence (9 credits for 4 semesters)

Year One	Semester One	OM 500 OM 510 OM 530	Organizational Behavior Financial Management I Legal Aspects of Administration
	Semester Two	OM 586 OM 511 OM 550	Strategic Planning and Management of Change Financial Management II Personnel/Labor Relations
Year Two	Semester One	OM 515	Research Methods Electives
	Semester Two	OM 595 OM 596	Professional Contribution or Administrative Practicum Electives

# GRADUATE PROGRAM DESCRIPTIONS

## POSTBACCALAUREATE ENTRY-LEVEL PROGRAM IN PHYSICAL THERAPY MASTER OF SCIENCE IN PHYSICAL THERAPY

College Misericordia's program in Physical Therapy is a five-year, entry level master's degree program with admission in the freshman year. Students admitted as freshmen or undergraduate transfers who successfully complete all major and college requirements will be awarded a Bachelor of Science degree in General Studies in addition to an M.S. in Physical Therapy degree. **Students admitted with a baccalaureate degree will be awarded an MS in PT degree upon successful completion of the professional program.**

Students admitted into the professional program with a baccalaureate degree are expected to have a foundation in the liberal arts and sciences appropriate in depth and breadth to develop the ability in students to think independently, weigh values, and understand fundamental theory. These, in addition to a variety of life experiences further serve to develop skills of critical thinking and communication, inherent in professional education and socialization. The physical therapy professional curriculum requires three years of study and results in the awarding of the Master of Science in Physical Therapy degree.

The program is guided by the standards and criteria of the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE/APTA). Formal accreditation is anticipated at the earliest date permitted by established CAPTE/APTA policies and procedures. Under these policies, program accreditation status will be determined following formal evaluation in the 1996 spring term prior to the graduation of the program's first class. Students enrolled in the program prior to the awarding of accreditation status should be aware that the College can not assure accreditation status for the program. Graduates of accredited physical therapist education programs are eligible to apply for licensure as physical therapists in the individual United States and territories.

### Mission

It is the mission of the physical therapy education program at College Misericordia to provide professional physical therapy education opportunities to the citizens of northeastern Pennsylvania and the surrounding regions of New York, New Jersey, Maryland, and Pennsylvania and to help meet the physical therapy health care needs of these areas.

The physical therapy program is committed to providing an education program which produces competent physical therapy practitioners who are critical thinkers and educated consumers of research and which prepares graduates for productive careers in physical therapy and as advocates for and participants in life long learning.

As an entry-level professional postbaccalaureate program, the physical therapy curriculum reflects a commitment to the complementary relationship between liberal arts and professional studies which enables graduates to adapt to and deal with constantly evolving societal and professional needs.

The physical therapy program's commitment to providing affordable, quality physical therapy education expresses the founding Sisters' values and attitudes of justice, mercy, and service.

### Philosophy

The physical therapy education program is based on the belief that graduates of entry-level physical therapy programs should possess the clinical decision making and problem solving skills which enable them to function as peer colleagues in the contemporary, dynamic health care system. Physical therapists need to be sensitive to the needs of a culturally diverse society as evident in their interactions with clients, families, health care colleagues and the community in which they practice.



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## GRADUATE PROGRAM DESCRIPTIONS

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An educational program for physical therapists should reflect the concepts of androgogy (adult education) to include problem solving, critical thinking and analysis, integration of theory and practice, clinical decision making, mentoring and self-directed learning.

Physical therapists should have the ability to articulate and exchange knowledge, seek additional knowledge and skills, and they should have the ability and desire to remain open to input from and collaboration with other health care professionals. They value collaboration and communication in a spirit of mutual collegiality among health care providers as essential to meeting the health care needs of society.

A physical therapy entry-level education program prepares physical therapy generalists but provides graduates with the tools which enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a wholistic approach to health care.

The academic and clinical faculty and the academic and clinical education environment must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of professional education programs preparing competent health care practitioners.

A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise, strengthens and enhances a professional education program.

### Goals

It is the goal of the physical therapy education program to prepare graduates who:

1. are physical therapist generalists capable of contemporary, competent, legal, and ethical practice.
2. value the relevance of, and contribute to, critical inquiry in the validation and advancement of the art and science of physical therapy.
3. appreciate the roles and responsibilities of physical therapists as professionally autonomous practitioners within the health care system.
4. accept the responsibility for education of self, the community, profession, clients, and colleagues in the health care system.
5. value and foster communication and interaction with colleagues for the benefit of optimal service to clients.
6. respect and respond to contemporary bio-psycho-social diversity in interactions with clients, families, colleagues and the community.

# GRADUATE PROGRAM DESCRIPTIONS

## PHYSICAL THERAPY PROFESSIONAL CURRICULUM

### First Professional Year

Semester I			Semester II		
		cr			cr
BIO 301	Gross Anatomy	5	BIO 302	Neuroscience	4
PT 405	Analysis Hum Mvmt	4	PT 402	Clin Sci I	6
BIO 407	App Physiol	4	PT 410	Int Cl Arts Sem I	3
PT 409	Clin. Skills	<u>2</u>	Elective		<u>(3)</u>
		15			13-16

### Summer I

PT 515	Research Methods	3
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### Second Professional Year

PT 503	Clin Sci II	4	PT 518	Clin Educ I(6 weeks)	3
PT 505	Clin Sci III	4	PT 506	Clin Sci IV	6
PT 511	Int Cl Arts Sem II	4	PT 512	Int C A Sem III	<u>2</u>
PT 590	Research Seminar	1			
Elective		<u>(3)</u>			
		13-16			12

### Third Professional Year

PT 619	Clin Ed II (10 weeks)	6	PT 614	Int C A Sem IV	3
PT 621	Clin Ed III (10 weeks)	<u>6</u>	PT 690	Critical Inq	3
	Aug. - Dec.		PT 692	Crit Inq Sem	1
			PT 616	Clin Dec Making	2
			PT 612	Special Topics	<u>2</u>
		12			12

The total credits required for the professional curriculum are 80. Of these, 28 are at the undergraduate level (300, 400 level) and 52 at the graduate level (500, 600). 500 level courses taken through the first semester of the second professional year will be counted toward the baccalaureate degree requirements for students in the five year, BS/MS in PT program who must have 128 credits to receive the baccalaureate degree. A minimum of 36 graduate credits beyond the baccalaureate degree requirements are necessary for the MS in PT degree.

Minimal competence (3.0 GPA or grade of B) must be demonstrated in all professional courses prefixed "PT" for successful completion of the physical therapy program.

## COURSE DESCRIPTIONS

### EDUCATION (EDU)

- |            |  |           |
|------------|--|-----------|
| <b>500</b> | <b>Issues and Trends in Education</b><br>Curriculum decision making is examined in light of Federal and state legislation, court decisions, public policy, recent research and exemplary educational programs. Students complete a series of readings, participate in discussions, and complete a major paper.         | 3 credits |
| <b>504</b> | <b>Curriculum</b><br>Includes an examination of the foundations, models, and procedures of curriculum design and assessment. Curriculum theories and practices are explored. Students design and assess actual curriculum.   | 3 credits |
| <b>510</b> | <b>Learning</b><br>Relates major contemporary theories of education to current methods of teaching. Discusses how the theories and methods affect curriculum and curriculum decisions. Students create a project which relates theories and methods to curriculum decisions.   | 3 credits |
| <b>515</b> | <b>Research Methods</b><br>An examination of the principles and procedures of educational research. Techniques of gathering and analyzing data, the design of studies in education, and application to curriculum evaluation are highlighted. Basic Statistics is a prerequisite.                                      | 3 credits |
| <b>520</b> | <b>Curriculum and Methods in Reading</b><br>A special course which focuses effective and efficient teaching methods and materials used to teach reading in elementary classrooms. This course is designed for currently certified teachers. EDU 590 Basic Methods in Elementary Education is prerequisite.             | 3 credits |
| <b>523</b> | <b>Curriculum Adaptations for Mainstreamed Adolescents</b><br>This course prepares special and regular educators to effectively integrate mildly handicapped students in regular education.  | 1 credit  |
| <b>524</b> | <b>Curriculum and Methods in Language Arts</b><br>A special course which focuses effective and efficient teaching methods and materials used to teach language arts in elementary classrooms. This course is designed for currently certified teachers. EDU 590 Basic Methods in Elementary Education is prerequisite. | 3 credits |
| <b>525</b> | <b>Curriculum and Methods in Mathematics</b><br>A special course which focuses effective and efficient teaching methods and materials used to teach mathematics in elementary classrooms. It is designed for currently certified teachers. EDU 590 Basic Methods in Elementary Education is a prerequisite.            | 3 credits |
| <b>530</b> | <b>School Law and Finance</b><br>Students are introduced to how state and local school district laws and policies govern curriculum and how school programs are financed.  | 3 credits |

## COURSE DESCRIPTIONS

### EDUCATION (EDU)

- |            |  |           |
|------------|--|-----------|
| <b>531</b> | <b>College Teaching</b><br>Introduces prospective and novice college faculty to instructional practices and procedures related to teaching college courses. Topics include developing syllabi and instructional plans, teaching methods, test construction, and evaluation procedures. | 3 credits |
| <b>532</b> | <b>Classroom and Instructional Management</b><br>This seminar identifies how special educators and elementary teachers can improve how they manage classrooms. Motivation and discipline issues are discussed.   | 3 credits |
| <b>533</b> | <b>Computer-Based Education</b><br>This laboratory course allows students to experience first-hand the effects of computer-based educational programs and create an awareness of how CBA can be used in schools.   | 3 credits |
| <b>534</b> | <b>Teaching Sensitive Issues</b><br>Participants identify educationally sensitive issues related to sex education and related topics and prepare to deal with the issues in classroom situations.  | 3 credits |
| <b>535</b> | <b>Cooperative Learning</b><br>This course introduces students to Cooperative Learning and allows them to develop skills related to the implementation of Cooperative Learning strategies in elementary and secondary schools.   | 3 credits |
| <b>536</b> | <b>Career Decisions in Education</b><br>This course introduces students to career awareness and allows them to develop skills related to the implementation of career programs secondary schools and colleges.   | 1 credit  |
| <b>537</b> | <b>Outcomes-Based Education</b><br>This course introduces students to OBE and to policies and procedures which facilitate the effective implementation of outcomes-based programs.   | 3 credits |
| <b>538</b> | <b>Performance-Based Assessment</b><br>This course introduces students to performance-based assessment and to policies and procedures which facilitate the effective implementation of PBA in classroom situations.  | 3 credits |
| <b>539</b> | <b>Learning Strategies</b><br>This course introduces students to the Strategies Intervention Model (SIM), an approach to helping at-risk secondary students by empowering them with Learning Strategies (Kansas University).   | 3 credits |
| <b>545</b> | <b>Instructional Support Teams/Elementary</b><br>This advanced course helps elementary teachers apply concepts of instructional support in their school settings.  | 1 credit  |
| <b>546</b> | <b>Instructional Support Teams/Secondary</b><br>This advanced course helps middle level and secondary teachers apply concepts of instructional support in their school settings.   | 1 credit  |



## COURSE DESCRIPTIONS

### EDUCATION (EDU)

- |            |  |                 |
|------------|--|-----------------|
| <b>547</b> | <b>Collaboration and Consultation</b><br>This course introduces a process regular and special education teachers can follow to jointly implement programs to assist students at-risk.  | 3 credits       |
| <b>548</b> | <b>Clinical Supervision</b><br>Models and practices of clinical supervision are explored and practiced. Supervision projects are completed.  | 3 credits       |
| <b>551</b> | <b>Productivity Tools for Educators</b><br>An introduction to computer-based tools which help teachers deal efficiently with record keeping and reporting. Software related to word processing, data bases, spreadsheets, gradebooks, and graphics printing packages is used. NOTE: Computer novices in the Educational Technology Specialization should take this first.  | 3 credits       |
| <b>552</b> | <b>Multimedia Based Education</b><br>Focuses on the use of computer integrated media including: laserdisc, CD-ROM, audio, video, graphics, and text. The course is designed as an introduction to commercially prepared packages. Students also use Hypercard to develop their own materials.  | 3 credits       |
| <b>553</b> | <b>Technology and Instructional Design</b><br>Deals with ways to incorporate and integrate computer technology in planning and implementing instruction. Software applications and designs which enhance quality instruction are highlighted.  | 3 credits       |
| <b>554</b> | <b>Video in the Instructional Process</b><br>The uses and advantages of video in instruction are discussed. Participants learn to design instruction using commercial and educational television and to produce original video using camcorders and editing equipment.   | 3 credits       |
| <b>555</b> | <b>Advanced Multimedia Design</b><br>Multimedia authoring languages and scripting as a multimedia programming language are explored. The course also deals with advanced uses of video digitizing and QuickTime movies. EDU 554 is prerequisite.   | 3 credits       |
| <b>557</b> | <b>Instructional Support</b><br>This course introduces students to the concept of instructional support as it relates to helping academically at-risk students succeed in school programs. Current models and practices of instructional support are reviewed.   | 3 credits       |
| <b>559</b> | <b>Supervision Internship</b><br>Students complete a specially arranged internship in a local school. They complete a special project under the supervision of a college supervisor and a school district mentor.  | Variable Credit |
| <b>565</b> | <b>Staff Development</b><br>Participants identify and develop skills needed to participate in faculty development programs. Procedures and practices related to conducting needs assessments and to planning, implementing, and evaluating the effect of in-service programs are highlighted. The course gives students the opportunity to plan major curriculum projects. | 3 credits       |

## COURSE DESCRIPTIONS

### EDUCATION (EDU)

- 570 Software Applications** 3 credits  
Identifies procedures for the selection, evaluation, and use of computer programs and software.
- 575 Human Development** 3 credits  
An in-depth study of growth and development as it relates to elementary-aged students. Current research and recent developments in educational psychology are explored.
- 581 Seminar in Elementary Education** 3 credits  
This seminar is designed for Track Two participants (elementary education). It deals with current issues and trends in elementary education
- 582 Observation and Practicum** 0 credits  
Track Two participants (elementary education) are expected to log 100 hours observing and participating in elementary classrooms. Specific objectives must be met and students must maintain journals.
- 585 Special Topics** Variable Credit  
The Graduate Education Program features a series of one, two, and three credit courses which deal with special topics of interest to teachers. They are taught by respected and expert adjunct faculty who are leaders in their communities and/or schools. A few Special Topics are scheduled each semester and several are available during the summer term. Most Special Topics may be used as electives within the Graduate Education Program.
- Special Topics courses have included:
- |   |  |
|---|--|
| Integrating Learning Systems                  | Multicultural Education: Literature in High School (3) |
| Integrating Technology in the Classroom       | Education in Japan                                     |
| Sensitive Issues in Sexuality                 | Curriculum of the Future                               |
| Curriculum Integration                        | Ethics in Education                                    |
| Censorship in the Arts                        | Curriculum Update:                                     |
| Parents/Students' Rights in Special Education | State Requirements                                     |
| College Programs for Disabled Students        | The Self-Study Process                                 |
| Religion in Public Schools                    | Adaptations for Exceptional                            |
| The Federal Education Agenda                  | Students/Secondary                                     |
| Characteristics of Excellence                 | Preparing Students for Post-                           |
| Multicultural Education: Heritage Curriculum  | Secondary Education                                    |
- 590 Basic Methods in Elementary Education** 3 credits  
Focuses on the structure and process of elementary education and highlights effective and efficient teaching methods and materials which may be used in elementary education. This course is designed for currently certified, albeit not elementary teachers.
- 591/ Curriculum Specialization I/II** 3 credits each
- 592** Students independently research and design curriculum and identify how it can be implemented. The course requires the completion of professionally publishable papers.

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## COURSE DESCRIPTIONS

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### EDUCATION (EDU)

- 595 Professional Contribution** 3 credits  
Allows students the opportunity to implement major curriculum projects by conducting and formally and publically presenting their professional contributions. EDU 565 Staff Development may be prerequisite.
- 599 Independent Study** Variable credit  
Allows students to conduct independent investigations of specific topics of interest and/or to complete a school-based project. They are planned, implemented, and evaluated with the assistance of a mentor appointed by College Misericordia. A Contract Learning format is used.

## COURSE DESCRIPTIONS

### NURSING (NSG)

- |            |  |           |
|------------|--|-----------|
| <b>504</b> | <b>Curriculum Design</b><br>An examination of the foundations, models and procedures of curriculum design in nursing. Curriculum theories and practice are explored. Prerequisite or corequisite: NSG 512  | 3 credits |
| <b>505</b> | <b>Teaching-Learning Strategies</b><br>This course places emphasis on teaching and learning theories. Students are exposed to a variety of modalities utilized in teaching both theory and clinical courses. Test construction and clinical evaluation methods are included.   | 3 credits |
| <b>506</b> | <b>Adult Health: Micro Systems Nursing I</b><br>The focus is on the nurse and the client as a model of wellness in health promotion using nursing theory and research. The change process is utilized as it impacts upon micro systems. Clinical work is expected as part of the course requirement. Prerequisite: NSG 553, NSG 512  | 3 credits |
| <b>507</b> | <b>Adult Health: Micro Systems Nursing II</b><br>The focus of this course will be the development of intervention strategies using concepts and models developed for the maintenance and restorative aspects of wellness within a micro system. Clinical work is included. Prerequisite: NSG 506   | 3 credits |
| <b>508</b> | <b>Community Health/Macro Systems Nursing I</b><br>This course views the community as client using a macro systems framework. The nursing process with a nursing theory foundation is used to focus on wellness and health promotion and protection. Aggregate data is analyzed using the epidemiologic method. Clinical work involves working with groups. Prerequisite: NSG 553, NSG 512     | 3 credits |
| <b>509</b> | <b>Community Health/Macro Systems Nursing II</b><br>This course emphasizes community assessment planning, interventions and evaluation. The nursing process with a nursing theory foundation is used within a macro systems framework. Focus is on the community as client and maintenance and/or restoration of wellness. Clinical work is a requirement of the course. Prerequisite: NSG 508 | 3 credits |
| <b>510</b> | <b>Introduction to Higher Education</b><br>This course introduces the student to some of the concepts of higher education, the roles and functions of educators, demands of academia, external constraints on nursing in higher education, funding sources, and the roles and functions of educational administrators and support staff.   | 3 credits |
| <b>512</b> | <b>Concepts and Theories in Nursing</b><br>Emphasis is placed on concept analysis, components of theories, construction of the theoretical relationships between theory, research and practice, and critique of existing theoretical frameworks in the discipline. Social, ethical and value problems related to the development of knowledge are examined.                                    | 3 credits |



## COURSE DESCRIPTIONS

### NURSING (NSG)

- 515 Research Methods: Concepts, Methods & Principles** 3 credits  
This course will present the principles and processes involved in research. Qualitative and quantitative approaches will be reviewed and analyzed relative to their strengths, limitations and practical uses. The application of appropriate research methods to problems worthy of study will be stressed. Prerequisites: NSG 512, Basic Statistics
- 516 Introduction to Qualitative Research** 3 credits  
This course introduces the student to the nature and importance of qualitative research methods. Case study, phenomenologic, grounded theory, historical and ethnographic methods are explored in relation to the health professions. Examples of qualitative research are analyzed.
- 521 Maternal: Macro Systems Nursing I** 3 credits  
This course emphasizes community maternal assessment, diagnosis, planning, intervention and evaluation. The nursing process with a theory foundation is used with a macro system framework to focus on maternal nursing. Focus in on the community, including the family, as a client in relation to maternal nursing and maintenance and/or restoration of wellness. Clinical work is required. Prerequisite: NSG 553, 512
- 522 Child: Macro Systems Nursing II** 3 credits  
This course emphasizes community child assessment, diagnosis, planning, intervention and evaluation. The nursing process with a nursing theory foundation is used with a macro systems framework to focus on child nursing. Focus in on the community as client as well as the family as client in relation to child nursing and maintenance and/or restoration of wellness. Prerequisite: NSG 553, 512
- 525 Introduction to Nursing Administration** 3 credits  
This course explores the nature of administration as a concept and a variety of theoretical approaches to the process of administration. Common elements of administration are considered and analyzed within the organizational framework of nursing services as a subsystem of an overall health care delivery system. Prerequisites: OM 500, OM 510, NSG 512
- 535 Nursing Education Practicum/Seminar** 4 credits  
This course provides opportunities for students to develop the skills of classroom and clinical teaching and evaluation using various modalities. Students will explore the need to interface with faculty from nursing and other departments of the institution, administration, support service personnel, and clinical site agency personnel. The logistics of student placement, contractual agreements, state approval, and accreditation are additional areas which are explored. Weekly seminars provide opportunities for exchange of ideas, clarification of concerns, and analysis of educational development and evaluative strategies. Prerequisites: NSG 504, 505, 510, and at least one clinical course.

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## COURSE DESCRIPTIONS

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### NURSING (NSG)

- 545 Nursing Administration Practicum/Seminar** 4 credits  
This course is designed to expand on the content of NSG 525 Introduction to Nursing Administration. Students will have selected experiences in a Nursing Service Department with a Nursing Administration and/or designee and explore issues that affect the delivery of nursing care in that situation. Concurrent classes will focus on an analysis of the scope of nursing services in the total health care system and particularly on the role of the Nursing Administrator. Prerequisite: NSG 525 and at least one clinical course.
- 551 Advanced Pharmacology** 3 credits  
Principles of pharmacology are applied to the primary care therapeutic management of the client across the life span. Emphasis is placed on mechanisms of drug action, prescription writing, monitoring drug regimens, identifying adverse reactions/toxicity and anticipating changes inherent in self medication. Potential consequences of multiple drug interactions are considered. The cost effectiveness of medication choices is also discussed. Pre or Co-requisite: NSG 552
- 552 Pathophysiology for Primary Care** 3 credits  
The physiological principles and pathogenesis of common conditions affecting children and adults are presented. The application of concepts from anatomy and physiology, pathophysiology and epidemiology as a basis for advanced nursing practice is emphasized. Physical findings and typical diagnostic studies appropriate for common health problems occurring across the life span are addressed.
- 553 Analysis of the Health Status of Macro/Micro Systems** 3 credits  
This first clinical graduate nursing course is a core requirement for nurse practitioner students. Emphasis is placed upon the analysis of the health status of individuals, families (micro systems) and communities (macro systems). Utilizing comprehensive assessment techniques such as complete health history, physical examination, family, and community assessment as a foundation for theory based practice is the major focus. Co-requisite: NSG 554 for FNP students only
- 554 Diagnostic Reasoning and Therapeutic Interventions for Primary Care Nursing** 3 credits  
This is a laboratory/clinical course designed to assist students to develop skill in theory based clinical decision-making and performing clinical interventions. Appropriate data collection and hypothesis formulation is a major emphasis. Students also practice selected psychomotor and psychosocial therapeutic interventions in a variety of clinical settings. A beginning understanding of the role of the Family Nurse Practitioner is included. Co-requisite: NSG 553
- 555 Legal, Ethical and Public Policy Issues in Health Care** 3 credits  
This course is designed to analyze the impact of legal, ethical and public policy dimensions as they relate to health care in general and nursing specifically. Emphasis will be on examination of current issues in these areas. Current trends and issues in health care will provide a framework for analyzing the legal, ethical and public policy aspects of the health care system.

## COURSE DESCRIPTIONS

### NURSING (NSG)

- 556 Clinical Management for the Primary Care of Children** 2 credits  
Students will develop competence in performing a comprehensive health assessment of children. Clinical experiences also will assist students to gain competence in the management of children's health/illness status. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common childhood health problems and illnesses.  
Co-requisite: NSG 565; Prerequisites: NSG 551, 552, 553, 554
- 557 Primary Care of Adults with Health Promotion Needs and Episodic Health Problems** 2 credits  
Focuses on the delivery of theory based primary care to adults with health promotion needs and episodic health problems. The application of advanced comprehensive assessment skills to the adult population are covered. Emphasis is placed on risk analysis and reduction and principles of pharmacologic and non-pharmacologic clinical therapeutics. The stabilization of acute and management of common episodic health problems of adults are included. In addition there are selected practice experiences.  
Co-requisite: NSG 558; Prerequisites: NSG 551, 552, 553, 554
- 558 Clinical Management of Adults with Health Promotion Needs and Episodic Health Problems** 2 credits  
Students will develop competence in performing a comprehensive health assessment of adults with episodic health problems. Clinical experiences also will assist students to gain competence in the theory based management of adult's health/illness status. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common adult health problems and illnesses.  
Co-requisite: NSG 557; Prerequisites: NSG 551, 552, 553, 554
- 559 Primary Care of Women** 3 credits  
Emphasis is on gynecological and reproductive health care. Health promotion issues specific to women are covered. Focus is on the theory based management of gynecologic health needs and the normal reproductive cycle. The application of research findings to the primary care of women is discussed. Selected practice experiences are included.  
Co-requisite: NSG 561; Prerequisites: NSG 551, 552, 553, 554
- 561 Clinical Management of Women's Health Care** 2 credits  
Students will develop competence in comprehensive health assessment of the gynecologic and reproductive health care needs of women. Clinical experiences also will assist students to gain competence in the theory based management of women's health. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common health concerns of women throughout the life cycle. The application of research to practice will be included. Co-requisite: NSG 559; Prerequisites: NSG 551, 552, 553, 554



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## COURSE DESCRIPTIONS

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### NURSING (NSG)

- 562 Primary Care of Adults with Chronic Health Needs and Problems** 2 credits  
Focuses on the delivery of theory based primary care to adults with chronic health problems. The ongoing assessment and management of chronic illnesses will be discussed. Students will be encouraged to utilize problem solving techniques to determine potential strategies for breaking through barriers to care. The utilization of computers to facilitate client care objectives will also be covered. Selected practice experiences are included. Co-requisite: NSG 563; Prerequisites: NSG 551, 552, 553, 554, 557
- 563 Clinical Management of Adults with Chronic Health Needs and Problems** 2 credits  
Students will develop competence in performing a comprehensive, ongoing health assessment of adults with chronic health problems. Clinical experiences also will assist students to gain competence in the theory based management of chronic health problems. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common, stabilized adult chronic health problems and illnesses in collaboration with other members of the health care team. Co-requisite: NSG 562; Prerequisites: NSG 551, 552, 553, 554, 558
- 564 Family Nurse Practitioner Preceptorship** 6 credits  
This course serves as a culminating experience in role development. Clinical practice sites will serve as an environment for students to examine ways to monitor and ensure quality primary care while practicing as a Family Nurse Practitioner in conjunction with a preceptor. Clinical seminar will focus on topics such as peer review, interdisciplinary communication and collaboration, ethical decision-making, political and legal issues, and other professional issues such as responsibility, autonomy, and accountability. Prerequisite: All courses except NSG 555
- 565 Primary Care of Children** 3 credits  
Advanced pharmacology, pathophysiology for primary care, analysis of the health status of macro/micro systems, diagnostic reasoning and therapeutic interventions for primary care nursing. Co-requisite: NSG 556; Prerequisites: NSG 551, 552, 553, 554
- 570 Faculty Role Development** 3 credits  
This course is designed to develop a full understanding of entry into a faculty position. Students will be provided with the opportunity to learn how to initiate a job search, develop a dossier for promotion and tenure; implement the educator role as it relates to curriculum and evaluation and explore the opportunities for career advancement.
- 573 Clinical Practicum** 3 credits  
A comprehensive, advanced clinical experience providing opportunity for synthesis and application of previously learned knowledge and skills with emphasis on leadership, decision-making, clinical judgment, and change theory. Focus is on promotion, maintenance, and restoration of wellness. The nursing process is used with a nursing theory foundation within a micro/macro systems framework. Prerequisite: All clinical courses.



## COURSE DESCRIPTIONS

### NURSING (NSG)

- 585 Thesis Advisement (Independent Study Option)** 3 credits  
Investigation of a research question related to a student's clinical or functional area based on a theoretical framework. Literature review, data collection, analysis of data, summary and conclusions are included.  
Prerequisite: NSG 515
- 590 Special Topics** (1-3 credits)  
The Nursing Program features a series of one, two, and three credit courses which deal with special topics of interest to graduate nursing students. They are taught by respected and expert faculty who are leaders in their field. Special Topics may be used as electives within the graduate nursing program.
- 596 Independent Study** variable credits  
Allows students to investigate a topic of interest, complete their research, or implement a special project with the guidance of a faculty. Topics/projects/thesis must be approved in advance.
- 599 Graduate Nursing Synthesis Seminar** 3 credits  
This course represents the culmination of the graduate nursing program for students focusing on the nurse educator and administrator roles. It is designed to provide a forum for discussion of issues important to the development of competent collaborative advanced practitioners. Students will be required to synthesize information obtained in Concepts and Theories, Research, Analysis of Micro/Macro Systems, as well as clinical and functional role courses in order to develop a meaningful base of practice. Stating and defending the graduate nursing knowledge base is required.  
Prerequisite: NSG 512, 515, 553, Clinical I & II, NSG 504, 505, 510, or OM 500, 510
- 777 Thesis Continuation** 0 credit  
Students who do not complete defense of the thesis (independent study option) before the end of the fall or spring semester must register for thesis continuation.

## COURSE DESCRIPTIONS

### OCCUPATIONAL THERAPY ENTRY LEVEL M.S. (OT)

Note: Descriptions of required Occupational Therapy courses which carry undergraduate credit are found in the undergraduate catalog.

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|------------|--|-----------|
| <b>515</b> | <b>Research Methods in Occupational Therapy</b><br>This course will present the principles and processes involved in research. Qualitative and quantitative approaches will be reviewed and analyzed relative to their strengths, limitations and practical uses. The application of appropriate research methods to problems worthy of study will be stressed. Prerequisite: MTH 115, all 100, 200, and 300 level occupational therapy courses.   | 3 credits |
| <b>522</b> | <b>Occupational Therapy Intervention Seminar I</b><br>These seminars support the concepts and techniques learned in OT 422, OT 423 and OT 424. Here, through the use of case studies and discussions, students explore relevant issues related to the practice of occupational therapy. These issues go beyond the concepts learned in OT 422, OT 423 and OT 424 and discuss issues such as ethics, diversity, multicultural implications in treatment planning, documentation and reimbursement in various health care service delivery settings.   | 2 credits |
| <b>523</b> | <b>Occupational Therapy Intervention Seminar II</b><br>Corequisites: OT 522 with OT 422, OT 523 with OT 423, OT 524 with OT 424  | 2 credits |
| <b>524</b> | <b>Occupational Therapy Intervention Seminar III</b><br>Corequisites: OT 522 with OT 422, OT 523 with OT 423, OT 524 with OT 424   | 2 credits |
| <b>570</b> | <b>Occupational Therapy Management &amp; Supervision</b><br>The occupational therapist's role in financial management, human resource management, staff development, quality assurance, program management and evaluation are explored. Special emphasis on supervisory processes in facilitating professional growth and development; gender issues relating to management; management of COTAs and OTAs. Components of program planning, needs assessments, data collection and analysis, and resource allocation will be introduced. Prerequisites: All 100, 200, and 300 level occupational therapy courses  | 3 credits |
| <b>601</b> | <b>Level II Fieldwork I</b><br>Practical educational experience designed to integrate and apply an academically acquired body of knowledge. Particular emphasis on the development of clinical reasoning; the transmission of the values, beliefs and ethical commitments of occupational therapy; communication of professional behaviors; development and expansion of a repertoire of occupational therapy assessment and intervention methodologies. This Level II is a three month experience offered during the summer semester, may be repeated. Prerequisite: By permission of the Fieldwork Coordinator   | 3 credits |
| <b>602</b> | <b>Level II Fieldwork II</b><br>This three month internship emphasizes the integration and application of an academically acquired body of knowledge and research enabling the student to achieve a level of competence in direct care congruent with the standards of entry level practice of the profession of occupational therapy. Students must take this class as a follow-on class to OT 601 in order to meet the educational prerequisites to graduate and to be eligible to sit for the American Occupational Therapy Certification Examination. This course is offered during the fall semester. Prerequisites: OT 601 and permission of the Fieldwork Coordinator | 9 credits |

## COURSE DESCRIPTIONS

### OCCUPATIONAL THERAPY ENTRY LEVEL M.S. (OT)

- 610 Elective: Special Topics in Occupational Therapy Practice** 3 credits  
Specialized areas of Occupational Therapy practice will be discussed; these will include, but are not limited to, industrial rehabilitation (work hardening, job site analysis and ergonomics, pre-vocational evaluations and the cultural and environmental influence on work performance), home health care, NICU, advanced splinting techniques, wellness, AIDS, hospice, forensic psychiatry and independent living environments. Topics will vary each year depending upon the student interest and the availability of faculty with professional specialty expertise.  
Prerequisite: By permission of the instructor
- 620 Analysis of Occupational Therapy Theories and Practice Models** 3 credits  
Students conduct an in-depth study of theory development and analysis as it relates to macro and micro models of occupational therapy practice. This includes a comprehensive comparative analysis of frames of reference in differing health care delivery systems and ongoing research applications employed to validate the occupational therapy process.  
Prerequisite: OT 602
- 630 Occupational Therapy Issues and Trends** 3 credits  
Students explore, discuss and critically analyze issues affecting occupational therapy practice including reimbursement, role delineation, professional autonomy, legislation, health care systems and managed care.  
Prerequisite: OT 602
- 690 Research Project I and II** 3, 3 credits  
**695** Students will complete a research project that contributes to the knowledge of the occupational therapy process; the outcome will include a paper acceptable for publication in a professional journal.  
Prerequisite: MTH 115, OT 515; OT 690 is a prerequisite to OT 695

## COURSE DESCRIPTIONS

### ORGANIZATIONAL MANAGEMENT (OM)

- |            |   |                  |
|------------|---|------------------|
| <b>500</b> | <b>Organizational Behavior</b>  | <b>3 credits</b> |
|            | Social and behavioral science approaches to the study of human activity in organizations. The course is designed to equip administrators with skills for managing interactions, differences and relationships in organizational settings.   |                  |
| <b>505</b> | <b>Decision Making</b>  | <b>3 credits</b> |
|            | A study of decision making in complex human service organization. Examination of a variety of conceptual frameworks to enable administrators to develop an evaluative design for ethical, effective and efficient decision making.  |                  |
| <b>510</b> | <b>Financial Management I</b>   | <b>3 credits</b> |
|            | Introduction to basic economic theory, accounting principles, budget theory and practice and financial control procedures necessary to the successful manager. Designed for the non-financial manager and presupposes little or no previous education or experience in finance.   |                  |
| <b>511</b> | <b>Financial Management II</b>  | <b>3 credits</b> |
|            | Applies the basic skills mastered in Financial Management I through case studies of public and private organizations. Emphasis on integrating financial considerations with other management considerations when analyzing and solving problems, and in planning. Investments, borrowing, information systems and financial analysis are covered.<br>Prerequisite: OM 510 |                  |
| <b>515</b> | <b>Research Methods</b>   | <b>3 credits</b> |
|            | Provides student with an understanding of the concepts, principles and techniques associated with the investigation of specific research problems in organizational behavior and management.<br>Prerequisite: Basic Statistics is required.   |                  |
| <b>516</b> | <b>Introduction to Qualitative Research</b>   | <b>3 credits</b> |
|            | This course introduces the student to the nature and importance of qualitative research. Case study, grounded theory, historical and ethnographic methods are explored. Examples of qualitative research are analyzed, especially program evaluation.   |                  |
| <b>525</b> | <b>Human Services Systems</b>   | <b>3 credits</b> |
|            | An integrated seminar which examines the programs and policies of the major human service areas, with emphasis on the dynamics of the system as it evolves. Topics for discussion include aging, adult services, children and youth, drugs and alcohol, health, mental health/mental retardation.   |                  |
| <b>530</b> | <b>Legal Aspects of Administration</b>  | <b>3 credits</b> |
|            | Provides students with an understanding of legal aspects of administrative action that includes the source and scope of administrative authority and the function of the legal process. Case method of decision analysis utilized, supplemented by lecture and discussion.  |                  |



## COURSE DESCRIPTIONS

### ORGANIZATIONAL MANAGEMENT (OM)

- |            |  |                  |
|------------|--|------------------|
| <b>536</b> | <b>Marketing Management</b>  | <b>3 credits</b> |
|            | An analytical approach to the study of marketing issues. Focus on influence of the market place and the marketing environment on decision making in regard to the determination of the organization's services, fee structures, channels and strategies of communication, and the organization's system for planning and controlling its marketing effort. |                  |
| <b>540</b> | <b>Grant/Contract Development and Management</b>   | <b>3 credits</b> |
|            | Systematic approach to the mechanics, techniques and issues involved in external funding. Covers the pre-application phase, the application phase, the post-application phase and the administration phase of grant/contract development and management.   |                  |
| <b>542</b> | <b>Fund-Raising: Theory and Application</b>  | <b>3 credits</b> |
|            | Designed for the current or prospective administrator. Focus is on mechanics of fund-raising, the tools of the fund-raiser, and the types of fund-raising activities applicable to both public and private sectors. Consideration of the role of institutional development in the 1990s.   |                  |
| <b>550</b> | <b>Personnel and Labor Relations</b>   | <b>3 credits</b> |
|            | Basic concepts, issues and practices involved in personnel administration and labor relations. Emphasis on the successful management of human resources.   |                  |
| <b>551</b> | <b>Organizational Communication</b>  | <b>3 credits</b> |
|            | Designed to develop skills in communication to promote organizational goal setting, coherence and effective teamwork.  |                  |
| <b>552</b> | <b>Regulation of Human Resources Management</b>  | <b>3 credits</b> |
|            | An examination of the legal environment of the workplace, and its impact on the human resources function. Emphasis on what managers need to do in order to be in compliance with governmental regulations.   |                  |
| <b>553</b> | <b>Fundamentals of Employment Benefit Planning</b>   | <b>3 credits</b> |
|            | An in-depth study of the evolution and development of employee benefit programs. Current practices and their applicability to various organizations will be examined.  |                  |
| <b>554</b> | <b>Current Issues in Human Resource Management</b>   | <b>3 credits</b> |
|            | A seminar designed for the study of timely and significant issues in human resource management. Current trends and relevant problem-solving techniques will be used.   |                  |
| <b>555</b> | <b>Administration of Human Resources</b>   | <b>3 credits</b> |
|            | Theory, policy and process issues in employment relationships. Specific practices in selection, appraisal, compensation and discipline as they relate to conceptual views of management.   |                  |

## COURSE DESCRIPTIONS

### ORGANIZATIONAL MANAGEMENT (OM)

- |            |   |             |
|------------|---|-------------|
| <b>556</b> | <b>Policy/Procedure Development in Human Resource Management</b><br>Development and implementation of policies relevant to personnel administration. Focus on relationship between government policy and corporate policy and influence of management philosophy for policy planning. Discussion of expected and unexpected outcomes of policy decisions.                       | 3 credits   |
| <b>559</b> | <b>Special Topics in Human Resource Management</b><br>Examination of selected topic relevant to human resource management. Possible topics include training and staff development, employee assistance programming, governmental relations strategies, time management, effective supervision.  | 1-3 credits |
| <b>585</b> | <b>Special Topics in Administration</b><br>Examination of selected topic relevant to the development of skills in administration. Possible topics include governmental relations strategies, time management, program assessment and evaluation.  | 1-3 credits |
| <b>586</b> | <b>Strategic Planning and Management of Change</b><br>An introduction to the strategic planning process and its application in managing organizational change. Techniques and skills involved in designing and implementing planned change to improve organizational adaptiveness and effectiveness in the changing political, economic, social, and technological environment. | 3 credits   |
| <b>590</b> | <b>Seminar</b><br>Advanced seminar offered to small groups of graduate students who wish to explore in greater depth a sub-specialty in administration that may include human resource issues and/or general management issues.   | 3 credits   |
| <b>595</b> | <b>Professional Contribution</b><br>The design and implementation of a special project or study relevant to the expressed needs of an organization or agency. The student's academic advisor's approval is a prerequisite.  | 3 credits   |
| <b>596</b> | <b>Administrative Practicum</b><br>An educationally directed experience in an approved organizational setting. Application for the practicum must be made with the student's academic advisor.  | 3 credits   |
| <b>599</b> | <b>Independent Study</b><br>Allows students to investigate a topic of interest with the guidance of a mentor approved by the college. Topics must be approved in advance.   | 3 credits   |

## COURSE DESCRIPTIONS

### PHYSICAL THERAPY (PT)

Descriptions of the following required professional Physical Therapy courses which carry undergraduate credit are found in the undergraduate catalog:

BIO 301	Gross Anatomy	5 credits
BIO 302	Neuroscience	4 credits
PT 405	Analysis of Human Movement	4 credits
BIO 407	Applied Physiology	4 credits
PT 409	PT Clinical Skills	2 credits
PT 402	Clinical Science I	6 credits
PT 410	Integrated Clinical Arts Seminar I	3 credits

- 503 Clinical Science II** 4 credits  
 This course continues and presupposes Clinical Science I. Assessment of the cervical spine, thoracic/lumbar spine, SI joint, and TMJ will be emphasized within the previously established framework. Classroom, laboratory, and clinical sessions will be utilized to integrate problem solving, clinical decision making, and comprehensive treatment planning skills. Posture, gait, upper extremity, and lower extremity will be revisited in light of movement dysfunction with strong integration of functional analysis.  
 2 hours lecture, 4 hours lab  
 Pre-requisites: PT 402. Co-requisites: PT 505. Fall
- 505 Clinical Science III** 4 credits  
 This course will review cardiopulmonary anatomy and physiology, with expansion into pathophysiology of these systems. Analysis, evaluation, intervention, and differential diagnosis within physical therapy scope of practice will be emphasized. Pharmacology, graded exercise testing, EKG analysis, and laboratory testing will be covered in light of cardiopulmonary pathology and possible modifications to physical therapy intervention. Rehabilitation and exercise prescription for primary or secondary diagnosis of cardiopulmonary pathology will be discussed. Intervention will stress environmental and lifestyle factors, health and wellness attitudes, and physical activity as integral to patient and public education. Classroom, laboratory, and clinical sessions will be used for integration of competencies and skills.  
 3 lecture hours, 2 hours lab.  
 Pre-requisites: BIO 301. BIO 407; PT 402. Co-requisites: PT 503. Fall
- 506 Clinical Science IV** 6 credits  
 This course will review neuroanatomy, neurophysiology, and neuropathology with expansion to neurological evaluation, treatment, and rehabilitation. Analysis of posture and movement during the normal process of development and aging as well as the neurologically impaired population will be emphasized. Current movement theory, postural control, and motor learning will be applied and integrated with knowledge gained in previous PT course work with respect to evaluation and selection of appropriate treatment. The theoretical basis for rehabilitation techniques such as PNF, NDT, and sensory integration will be also be emphasized.  
 6 hours lecture, 6 hours lab, 10 weeks  
 Pre-requisites: PT 405, BIO 407, PT 409, 402, 503, 505, BIO 302.  
 Co-requisite: PT 512. Spring
- 511 Integrated Clinical Arts Seminar II** 4 credits  
 A continuation of, and pre-supposes, PT 410.  
 2 hours lecture, 4 hours seminar  
 Pre-requisites: PT 410. Co-requisites: PT 503; PT 505. Fall

## COURSE DESCRIPTIONS

### PHYSICAL THERAPY (PT)

- |            |  |   |
|------------|--|---|
| <b>512</b> | <b>Integrated Clinical Arts Seminar III</b><br>A continuation of, and pre-supposes, PT 511.<br>2 hours lecture, 3 hours seminar (10 weeks)<br>Pre-requisites: PT 511; PT 518. Co-requisites: PT 506.   | 3 credits<br><br><br><br>Spring           |
| <b>515</b> | <b>Research Methods</b><br>This course will present the principles and processes involved in research. Qualitative and quantitative approaches will be reviewed and analyzed relative to their strengths, limitations and practical uses. The application of appropriate research methods to problems worthy of study will be stressed.<br>Pre-requisite: Basic Statistics   | 3 credits<br><br><br><br>Summer           |
| <b>518</b> | <b>Clinical Education I</b><br>A six-week full-time clinical education experience, spring semester second professional year (January-February). This will provide the opportunity for integration of current professional competencies into direct patient care using problem solving strategies. Facilitation from PT clinical faculty will assist in the utilization of these skills in critically analyzing a variety of patient and role problems. This experience will also begin the processes of: professional socialization and cultivation of interpersonal communication skills; clinical decision making; self-assessment; proactive learning; and development of personal values, attitudes, and motivations in relationship to ethical, legal, and moral practice.<br>Pre-requisite: Satisfactory completion of all professional courses to date. | 3 credits<br><br><br><br><br>Spring       |
| <b>590</b> | <b>Research Seminar</b><br>Integration of material presented in PT 515 as relevant to critical inquiry in physical therapy; strong emphasis will be placed on clinical research design and theory development; pertinent physical therapy research will be critically evaluated; development of premise for independent project of professional significance. 2 hours seminar<br>Pre-requisites: Math 115 or equivalent; PT 515.   | 1 credit<br><br><br><br><br>Fall          |
| <b>612</b> | <b>Special Topics in Physical Therapy</b><br>This offering allows physical therapy students in their final semester, the opportunity for study in up to three professional specialty areas. Topics may vary from year to year depending on student interest and the availability of faculty with professional specialty expertise. Topics may include clinical specialties such as: sports physical therapy, geriatrics, or pediatrics; or role specialties such as administration, teaching, or community health. Independent study or practica for one topic may be arranged with permission of program faculty. 2 hours seminar/topic<br>Pre-requisites: PT 619 and final semester standing.<br>Co-requisites: PT 616.  | 1-3 credits<br><br><br><br><br><br>Spring |
| <b>614</b> | <b>Integrated Clinical Arts Seminar IV</b><br>A continuation of, and pre-supposes, PT 512.<br>2 hours lecture, 2 hours seminar<br>Pre-requisites: PT 512; PT 619; PT 621.<br>Co-requisites: PT 616; PT 690; PT 692.  | 3 credits<br><br><br><br><br>Spring       |



## COURSE DESCRIPTIONS

### PHYSICAL THERAPY (PT)

- 616 Clinical Decision Making** 2 credits  
Discussion and application of models of clinical decision making based on physical therapy problems encountered in the clinical education experiences. Utilizing student generated case studies, problems will be analyzed in order to make sound clinical judgments related to the physical therapy diagnosis, scope of practice and expertise of the therapist. Clinical decisions to refer/not refer and treat/not treat will be made in preparation for practice with professional autonomy. 2 hours seminar  
Pre-requisites: PT 619.  
Co-requisites: PT 614. Spring
- 619 Clinical Education II** 6 credits  
A ten-week full-time clinical education experience in the fall semester of the third professional year (August-October). This experience will build upon Clinical Education I and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem solving strategies in direct patient care, under the guidance of PT clinical faculty. A variety of patient populations and problems will be provided to allow for full integration of professional knowledge and skills in total patient care. The students will be encouraged to reflect upon their knowledge and skills to identify problem area to be addressed in Clinical Education III. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected.  
Pre-requisite: Satisfactory completion of all professional courses to date.  
Fall
- 621 Clinical Education III** 6 credits  
A second ten-week experience immediately following Clinical Education II (October-December), which continues and presupposes such. This may occur at the same facility on a different rotation or in a different clinical setting. In this experience the student shall seek patient populations or problems with which they have limited exposure and/or lack mastery of entry-level skills. Students should also actively seek, where possible, opportunities in teaching, critical inquiry/research, administration/management, and quality assurance. Patient evaluation and intervention skills should be fine tuned. Additional emphasis placed upon addressing clinical decision making, goal setting/functional outcome measures, modification of intervention plans, and the role of physical therapy in a dynamic health care system.  
Fall
- 690 Critical Inquiry** 3 credits  
Application of the scientific method in reading and interpreting scientific literature and critical analysis of physical therapy theory, research, evaluation, and treatment. Students are required to complete a project of professional significance through independent study.  
Pre-requisites: NSG 515, PT 715.  
Co-requisites: PT 692, 616, 614. Spring
- 692 Critical Inquiry Seminar** 1 credit  
Further discussion of critical analysis of physical therapy theory, research, evaluation, and treatment via case studies and published research; colloquium on faculty research and student projects. 2 hour seminar  
Pre-requisites: NSG 515, PT 715.  
Co-requisites: PT 690, 616, 614. Spring

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# ACADEMIC CALENDAR

1995 - 1996

**ACADEMIC CALENDAR**

with Administrative Dates

**Fall Semester 1995**

Wednesday	August 23	Orientation for New Faculty
Thursday	August 24	Opening Faculty Meeting/Division Chairs Meeting
Friday	August 25	Division Meetings/Last Day to Remove Summer Incompletes
Sat.-Sun.	August 26-27	New Student Orientation
Monday	August 28	First Day of Semester for All Students 8 AM Class will be held; Opening Mass: 9-10:30 AM; 10:30-11:20 - 9 AM Class; 11:30-12:20 - 10 AM Class 12:30-1:20 - Class; 1:30-2:20 - Class; 2:30-3:15 - President's Convocation; 3:30-4:30 - President's Reception; Evening Classes will be held
Monday	September 4	Labor Day; No Day or Evening Classes
Tuesday	September 5	Classes Resume 8:00 a.m.
Wednesday	September 6	Add Period Ends 4:00 p.m.
Wednesday	September 27	Drop Period Ends/End of Refunds
Wednesday	October 4	Last Day to Withdraw from Courses Without Academic Penalty
Mon.-Tues.	October 9-10	Fall Recess
Wednesday	October 11	Classes Resume Today 8:00 a.m.
Mon.-Fri.	October 16-20	Mid-Term Week
Monday	October 23	Mid-Term Grades Due to Registrar By 8:30 a.m.
Mon.-Fri.	Oct. 30-Nov. 3	Advisement Week; Classes will be held
Mon.-Mon.	November 6-13	Pre-Registration for Spring Semester
Wed.-Sun.	November 22-26	Thanksgiving Recess
Monday	November 27	Classes Resume 8:00 a.m.
Friday	December 8	Last Day of Classes
Sat.-Sun.	December 9-10	Study Days
Mon.-Sat.	December 11-16	Final Examinations
Monday	December 18	Grades Due to Registrar by 8:30 a.m.



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1995 - 1996  
**ACADEMIC CALENDAR**  
 with Administrative Dates

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**Spring Semester 1996**

Monday	January 15	First Day of Classes for All Students 8 AM Class; Opening Mass: 9 - 10:30; 10:30-11:20 - 9 AM Class; 11:30 - 12:20 - 10 AM Class; 12:30-1:20 - Class; 1:30-2:20 - Class; 2:30-3:15 - President's Convocation 3:30-4:30 - President's Reception Evening Classes will be held
Monday	January 22	Add Period Ends 4:00 p.m.
Friday	January 26	Last Day to Remove Incompletes
Monday	February 12	Drop Period Ends 4:00 p.m./End of Refunds
Friday	February 16	Last Day to Withdraw from Courses Without Academic Penalty
Mon.-Fri.	February 26-Mar. 1	Mid-Term Week
Monday	March 4	Mid-Term Grades Due to Registrar by 8:30 a.m.
Mon.-Fri.	March 4-8	Spring Break
Monday	March 11	Classes Resume Today 8:00 a.m.
Mon. - Fri.	March 25-29	Advisement Week; Classes will be held
Wed.-Tues.	April 3-9	Easter Recess; No Day or Evening Classes
Wednesday	April 10	Classes Resume Today 8:00 a.m.
Wed.-Wed.	April 10-17	Pre-Registration for Fall Semester
Friday	May 3	Last Day of Classes
Sat.-Sun.	May 4-5	Study Weekend
Mon.-Sat.	May 6-11	Final Examinations
Monday	May 13	Final Grades Due to Registrar by 8:30 a.m.
Saturday	May 18	Baccalaureate and Commencement

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